2013-2014 SCHOOL IMPROVEMENT PLAN

Calusa Elementary School
2051 CLINT MOORE RD
Boca Raton, FL 33496
561-989-7500
www.edline.net/pages/calusa_elementary

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	29%

Alternative/ESE Center	Charter School	Minority Rate
No	No	37%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Calusa Elementary School

Principal
Jamie Wyatt

School Advisory Council chair
Linden Codling

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

Name	Title
Jamie Wyatt	Principal
Carrie Thornberry	Guidance Counselor
Chari Gordon	ESE Coordinator
Erica Orchard	Speech Pathologist
Maria Van Allen	Pyschologist
Fara Krinsky	ESE teacher
Kelly Johnson	ESE teacher
Karen Portner	ESE teacher
Amanda Perlman	ESE teacher
Lisa Hirschy	ELL teacher

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

Jamie Wyatt - Principal
Linden Codling- SAC Chair
Yvette Drucker- SAC Co-Chair
Meryn LeClair - Staff
Julie Verdon - Support Staff
Laurie Hochman - Parent

Sue Nabal - Parent
Shervaughn Mills - Parent
Linda Tone - Parent
Tammy Szerencsy - Parent
Andrea Massetta - Parent
Anna Lipsig - Parent

Involvement of the SAC in the development of the SIP

The SAC meets to discuss and review current student achievement data. Based upon the strengths and deficits the SAC participate in developing the SIP. This is an ongoing process throughout the school year.

Activities of the SAC for the upcoming school year

SAC will continue to review the SIP and monitor progress towards our SIP goals. We will brainstorm academic initiatives to ensure that all students experience academic success. SAC will review district and state policies as they pertain to the academic learning of our students.

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

The School improvement funds will be used to support the Literacy initiatives including the implementation of Common Core standards, the new Literacy Adoption and Units of Study, and Reading Counts.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

# of administrators
2

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

Administrator Information:

Jamie Wyatt		
Principal	Years as Administrator: 13	Years at Current School: 3

Credentials

Principal of Calusa Elementary in 2011-2012:
Grade: A Reading Mastery : 78%, Math Mastery: 75% Writing Mastery:83, Science Mastery:68%. Learning Gains Reading- 70, Learning Gains Math-76%, LG lowest 25% Reading- 67%, LG lowest 25% Math- 75% Principal of Calusa Elementary in 2011-2012:
Grade: A Reading Mastery : 74%, Math Mastery: 70% Writing Mastery:93, Science Mastery:66%. Learning Gains Reading- 75, Learning Gains Math-76%, LG lowest 25% Reading- 78%, LG lowest 25% Math- 81%
Principal of Calusa Elementary in 2010-2011:
Grade: A Reading Mastery : 92%, Math Mastery: 87% Science Mastery:79%. Learning Gains Reading- 75, Learning Gains Math- 68, LG lowest 25% Reading- 72, LG lowest 25% Math- 67
AYP- met in all subgroups, 100% criteria
Principal of Village Academy in 2009-2010
Grade: C- Reading Mastery-47% , Math Mastery-62% Science Mastery 38%, Writing Mastery 89%, Learning Gains Reading-54% , Learning Gains Math 63%,
LG lowest 25%-Reading- 61%
LG lowest 25% Math- 62%
AYP-79% met. Village Academy did not make AYP in any of the subgroups for both Reading and Math.
Principal of Melaleuca Elementary in 2008-2009:
Grade: A Reading Mastery : 70%, Math Mastery: 74% Science Mastery:53%. Learning Gains Reading- 71, Learning Gains Math- 77, LG lowest 25% Reading- 61, LG lowest 25% Math- 73
AYP- met in all subgroups, 100% criteria

Performance Record

Christopher Wotton		
Asst Principal	Years as Administrator: 9	Years at Current School: 9
Credentials	Assistant Principal of Calusa Elementary in 2011-2012: Grade: A Reading Mastery : 78%, Math Mastery: 75% Writing Mastery:83, Science Mastery:68%. Learning Gains Reading- 70, Learning Gains Math-76%, LG lowest 25% Reading- 67%, LG lowest 25% Math- 75% Assistant Principal of Calusa Elementary in 2010-2011: Grade: A Reading Mastery : 92%, Math Mastery: 87% Science Mastery:79%. Learning Gains Reading- 75, Learning Gains Math- 68, LG lowest 25% Reading- 72, LG lowest 25% Math- 67 AYP- met in all subgroups, 100% criteria Assistant Principal of Calusa Elementary in 2009-2010 Grade A: Reading Mastery: , Math Mastery; Science Mastery; Learning Gains Reading; , Learning Gains Math; , LG lowest 255- Reading; , LG lowest 25%-Math, Assistant Principal of Calusa Elementary in 2008-2009: Grade: A, Reading Mastery: 91%, Math Mastery: 89%, Science Master: 78%, Writing Mastery: 94%. AYP: 97%. ED did not make AYP in Reading. 2007-2008: Grade: A, Reading Mastery 89%, Math Mastery 91%, Writing Mastery, 83%, Science Mastery 67%. Learning Gains Reading-AYP: 87%. Ed and SWD did not make AYP in Reading or Math.	

   Performance Record

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

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

Classroom Teachers

# of classroom teachers
51

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
42, 82%

 # ESOL endorsed
46, 90%

 # reading endorsed
1, 2%

 # with advanced degrees
19, 37%

 # National Board Certified
1, 2%

 # first-year teachers
2, 4%

 # with 1-5 years of experience
9, 18%

 # with 6-14 years of experience
22, 43%

 # with 15 or more years of experience
18, 35%

Education Paraprofessionals

# of paraprofessionals
0

 # Highly Qualified
0

Other Instructional Personnel

# of instructional personnel not captured in the sections above
17

 # receiving effective rating or higher
0%

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

Calusa continues to accept interns for local colleges and pair them with the strongest teachers. We have been able to hire many of our interns upon completion of their program. Administration attends job fairs and reaches out to qualified candidates all over the country to find the right fit. Extensive training and support is given to all new staff to increase retention rates.

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

Mrs. Heather Gabso was chosen to mentor Ms. Sarah Mullis, as she is a successful veteran and model teacher. They also both teach in the same grade level and Mrs. Gabso is the grade level chair. Ms. Norma Bledsoe was chosen to mentor Mr. John Cipollina. She is the ESE team leader and will be able to provide John the support that he needs in that capacity.
1. The mentors and mentee will meet weekly for the first few months of school to review the mentees plans, provide guidance and answer questions.
2. The mentors and mentee will meet biweekly starting in November.
3. The mentee will visit the mentors' classroom to observe the mentor model effective instruction.
4. The mentor will informally observe the mentee teacher and provide feedback at least once a semester.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The school-based MTSS Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data and to review the SIP structures. Based on this information, the team will identify the professional development activities needed to create effective learning environments, determine if changes need to be made in the SIP strategies, funding or resources and determine if student needs are being met. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.
The MTSS/RTI team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education
An ongoing process for identifying researched based interventions is in place. Student needs are directly matched to researched based intervention. The team meets weekly to review the students case load and monitor the weekly data that has been collected by the teachers and passed on to the case-mangers.
The school-based MTSS Leadership Team is comprised of the following members: principal, assistant

principal, ESE contact, ESOL contact, school psychologist, classroom teachers, Learning Team Facilitator (LTF), Speech Language Pathologist, and guidance staff.
The principal provides a common vision for the use of data-based decision-making to ensure:
a sound, effective academic program is in place
a process to address and monitor subsequent needs is created
the School Based Team (SBT) is implementing RTI processes
assessment of RTI skills of school staff is conducted
fidelity of implementation of intervention support is documented
adequate professional development to support RTI implementation is provided
effective communication with parents regarding school-based RTI plans and activities occurs.
RTI Facilitator: The RTI facilitator position will assist the principal in overseeing the entire RTI process at the school. The RTI facilitator and other members of the team will provide professional development to the staff and parents in reference to the overall MTSS process, effective interventions, using CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data and current instructional practices used at the school. The members of the team will also case manage and provide interventions for students in Tier III.
The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.
The ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers tin implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.
The Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation , and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.
The Guidance Counselor: The guidance counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. She will also be responsible for tracking school based team referrals. The guidance counselor will also provide social and behavioral interventions and track and monitor their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.
Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

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

The school-based MTSS Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teachers, Learning Team Facilitator (LTF), Speech Language Pathologist, and guidance staff.
The principal provides a common vision for the use of data-based decision-making to ensure:

a sound, effective academic program is in place

a process to address and monitor subsequent needs is created

the School Based Team (SBT) is implementing RTI processes

assessment of RTI skills of school staff is conducted

fidelity of implementation of intervention support is documented

adequate professional development to support RTI implementation is provided

effective communication with parents regarding school-based RTI plans and activities occurs. The total team is responsible for monitoring the fidelity of the MTSS/RTI process and SIP.

RTI Facilitator: The RTI facilitator and the other members of the RTI leadership team will assist the principal in overseeing the entire MTSS/RTI process at the school. All members of the team will provide professional development to the staff in reference to effective interventions, using CBM's to progress monitor the effectiveness of the interventions and graphing and analyzing student data. The members of the team will also case manage and provide interventions for students in Tier III.

The ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers tin implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

The Psychologist: The psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation , and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

The Guidance Counselor: The guidance counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. She will also be responsible for tracking school based team referrals. The guidance counselor will also provide social and behavioral interventions and track and monitor their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students.

Speech Pathologist: The speech pathologist will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The Speech Pathologist will also collaborate with general education and special education teachers to create goals and interventions for individual students. The Speech Pathologist will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

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

The MTSS/RTI team monitors the fidelity of the SIP and MTSS process. Academic and behavioral Data collected from the district's Educational Data Warehouse is used weekly by the team to monitor the core, supplemental and intensive systems. Other behavior such as SWPBS data is also use to monitor the fidelity of the schools overall systems. Classroom walkthroughs by administration are conducted daily to monitor the overall fidelity the SIP as well. When the team meets, this data is used to make adjustments to the SIP or plan professional development for the staff. Information is shared with the School Advisory Committee before any changes are made to the SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:
Florida Comprehensive Assessment Test (FCAT) from previous year
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
K-3 Literacy Assessment System(RRR's)
KCore 12
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Retentions
SWPBS data- OSS, ISS, office referrals, attendance, tardies
Other classroom formative and summative assessments.(Reader's Notebooks, portfolios, journals
Midyear data:
Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
K-3 Literacy Assessment System
KCore 12
Other classroom formative and summative assessments.(Reader's Notebooks, portfolios, journals)
SWPBS data- OSS, ISS, office referrals, attendance, tardies
End of year data:
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
Other classroom formative and summative assessments.(Reader's Notebooks, portfolios, journals)
SWPBS data- OSS, ISS, office referrals, attendance, tardies
Ongoing-
Data analysis is ongoing through weekly Learning Team Meetings, leadership meetings and literacy team meetings. A thorough analysis of data is conducted after each District Diagnostic assessment.

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

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY14 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on strengths anddeficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
FCAT scores and the lowest 25%,school subgroups, data analysis results, strengths and weaknesses of intensive programs, mentoring, tutoring, and other services and behavioral data.
The RTI Facilitator and other members of the MTSS/RTI team will provide ongoing professional development for the SAC members and staff on the RTI process.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program
Minutes added to school year: 130

Before and after school tutorials are offered January through April. Students are targeted for extra support in the Core academic subjects. Students are homogeneously grouped according to needs and matched with the appropriate teachers. Targeted students are also offered Science and Math enrichment. After school opportunities for learning are therefore, offered to students of all levels.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Pre- and post tests, lesson plans are collected and evaluated. Administrators conduct classroom walkthroughs and after student achievement data becomes available students in extended day activities are tracked to see if it was effective.

Who is responsible for monitoring implementation of this strategy?

Administration

Literacy Leadership Team (LLT)

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

Name	Title
Jamie Wyatt	Principal
Jennifer Shore	Kindergarten teacher
Sharon Messinger	First Grade teacher
Lisa Hirschy	ELL teacher
Alyce Lewert	Second Grade teacher
Judith Lahr	SAI teacher
Dana Shasho	Third Grade teacher
Dawn Esposito	Fourth Grade teacher
Sharon Cruise	Fourth Grade teacher
Rayna Spector	Fifth Grade teacher

How the school-based LLT functions

The LLT will meet monthly to evaluate and review the SIP goals as well as the effectiveness of the literacy professional development occurring during PDDs and Learning Team Meetings. The LLT will communicate with both the professional development team as well as the SBT to ensure the literacy initiatives are being implemented with fidelity.

Major initiatives of the LLT

Target our lowest 25%: Researching research based interventions for different areas of weakness and ensuring PD on using interventions that match student deficits

2.Oversee the progress of building and leveling classroom libraries to ensure that students have a variety of books to choose from that match their text levels and interests as well as books that have the right complexity levels.

3. Planning a comprehensive Family Literacy Night.

4. Overseeing the implementation of the new K-5 Reading adoption including fidelity of the 90 minute block, problem solving barriers and providing support to teachers in the implementation/

5. Implementation of the New Common Core standards

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

Administration contacts local preschools and provides school readiness literature. An invitation is extended for tours and small group meeting with the preschool personnel as well as parents. A monthly tour and communication session is provided. A kindergarten round-up is held in in the month of May for parents.

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	79%	79%	Yes	81%
American Indian				
Asian	94%	94%	Yes	95%
Black/African American	58%	47%	No	62%
Hispanic	76%	79%	Yes	78%
White	83%	81%	Yes	85%
English language learners	66%	46%	No	69%
Students with disabilities	61%	47%	Yes	65%
Economically disadvantaged	68%	71%	Yes	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	29%	32%
Students scoring at or above Achievement Level 4	218	49%	55%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	310	70%	81%
Students in lowest 25% making learning gains (FCAT 2.0)	43	67%	75%

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)	55	64%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	38%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	28	33%	38%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	125	83%	88%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	75%	Yes	78%
American Indian				
Asian	94%	88%	No	95%
Black/African American	45%	47%	Yes	51%
Hispanic	73%	75%	Yes	76%
White	79%	79%	Yes	81%
English language learners	70%	51%	No	73%
Students with disabilities	58%	41%	No	62%
Economically disadvantaged	61%	68%	Yes	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	142	32%	34%
Students scoring at or above Achievement Level 4	190	43%	46%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	337	76%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	50	75%	80%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	33%	37%
Students scoring at or above Achievement Level 4	55	35%	38%

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 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)	7		10
Participation in STEM-related experiences provided for students	50	5%	8%

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	22	2%	0%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade	31	22%	10%
Students who receive two or more behavior referrals	36	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	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

85% of our parent population will attend Curriculum Night and Literacy Night.
100% of the parents of ELL will attend the Parent Leadership Council meeting
100% of the parents of SWD will attend their annual IEP meeting
100% of the parents of students performing below grade level will attend atleast one parent conference

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
85% of our parent population will attend Curriculum Night and Literacy Night.			85%
100% of the parents of ELL will attend the Parent Leadership Council meetings			100%
100% of the parents of SWD will attend their annual IEP meeting			100%
100% of the parents of students performing below grade level will attend atleast one parent conference			100%

Area 10: Additional Targets

Additional targets for the school

Calusa Elementary will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100 % of the teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to: • History of Holocaust • History of Africans and African Americans • Hispanic Contributions • Women's Contributions • Sacrifices of Veterans	875	100%	100%

Goals Summary

G1. Based on the 2014 FCAT 2.0 81%of the total student population will achieve a learning gain in Math. This would be an increase of 5% percent.

G2. Based on the 2014 FCAT 2.0 75% of the student population will achieve a level 3 or above in Science.

G3. Based on the 2014 FCAT 2.0, 75% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

Goals Detail

G1. Based on the 2014 FCAT 2.0 81%of the total student population will achieve a learning gain in Math. This would be an increase of 5% percent.

Targets Supported
- 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

Resources Available to Support the Goal
- Learning Village Reflex Anchor charts CCSS mathematical practice resources Manipulatives River Deep Planning room

Targeted Barriers to Achieving the Goal
- Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.

Plan to Monitor Progress Toward the Goal

Student data and classroom walkthrough data: CoreK12 assessments Diagnostic data Other classroom assessments Marzano evaluation tool

Person or Persons Responsible
Administration and classroom teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
Student achievement data

G2. Based on the 2014 FCAT 2.0 75% of the student population will achieve a level 3 or above in Science.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- Science lab Essential lab materials Extended time planning time Science notebooks

Targeted Barriers to Achieving the Goal
- Time restraints for implementing the essential labs and implementing them
- Students reading deficits are interfering with students ability to comprehend Science content.
- Students have not had ample practice in writing about science content.

Plan to Monitor Progress Toward the Goal

Science Assessments Core K12 Science notebooks

Person or Persons Responsible
Teachers and administration

Target Dates or Schedule:
ongoing

Evidence of Completion:
Results of student achievement data

G3. Based on the 2014 FCAT 2.0, 75% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

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

Resources Available to Support the Goal
- Resources will include: 1) Common Core Resources-(websites, videos, rigorous text) 2)The new Core Reading adoption(Scholastic) 2) Units of Study guide 3) Mentor texts 4) Reader's Notebooks 5) Extensive classroom libraries for independent reading 6) Words Their Way resources 7) Fundations Kits 8) LLI intervention Kits

Targeted Barriers to Achieving the Goal
- Lack of fidelity in implementing the new Common Core standards and new literacy adoption by instructional staff.

Plan to Monitor Progress Toward the Goal

Student data and classroom walkthrough data: RRR's Diagnostic data Other classroom assessments
Marzano evaluation tool

Person or Persons Responsible
Administration and teachers

Target Dates or Schedule:
On going

Evidence of Completion:
Student achievement goal is met

Action Plan for Improvement

Problem Solving Key

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

G1. Based on the 2014 FCAT 2.0 81%of the total student population will achieve a learning gain in Math. This would be an increase of 5% percent.

G1.B1 Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.

G1.B1.S1 All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instructing, technology, and assessment for each new unit.

Action Step 1

Unit planning will be scheduled by administration and Team leader, at least every other week.

Person or Persons Responsible

Grade level teams

Target Dates or Schedule

7:30-9:00 every other week

Evidence of Completion

Agendas, minutes, sign in sheets and instructional Focus Calendars

Facilitator:

Learning Team facilitator and Team Leaders

Participants:

Instructional staff

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

Administration will participate in Unit planning got monitor implementation and review minutes, and implementation of the units through classroom observation and review of student assessment data

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Minutes, agendas, sign in sheets, classroom walkthrough data and student achievement data

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walkthroughs KCore12 assessment Diagnostic data Student work Classroom assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Review of student achievement data and classroom walkthrough data

G1.B1.S2 The rotational model will be used during the math block.

Action Step 1

Teachers will set up a schedule in their classroom such that rotations can occur to target students needs. Rotations may include technology, manipulatives, and small group instruction.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

During the math block

Evidence of Completion

Observation of the math block

Facilitator:

Area 1 support person

Participants:

instructional staff

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

Classroom Observations to observe rotational model

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Data from classroom walkthroughs and observations and student achievement.

Plan to Monitor Effectiveness of G1.B1.S2

Student data and classroom walkthrough data: CoreK12 Diagnostic data Other classroom assessments Marzano evaluation tool

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Student achievement data

G1.B1.S3 Administration will create an extensive classroom observation schedule including pre and post conferences providing feedback to teachers.

Action Step 1

Administrators will complete daily informal and formal walkthrough, and observations based on an extensive observation schedule and provide feedback on implementation of the Common Core standards and intervention instruction through pre- and post conferences.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of observation and feedback conferences.

Facilitator:

Marzano training

Participants:

District facilitators

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Weekly leadership meetings to review completion of schedules observation and conferences

Person or Persons Responsible

Administration and Area Superintendent

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes of leadership

Plan to Monitor Effectiveness of G1.B1.S3

Walkthrough data will be reviewed to determine improvement is effective implementation of Common Core standards and intensive intervention instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Walkthrough and observation data achievement

G2. Based on the 2014 FCAT 2.0 75% of the student population will achieve a level 3 or above in Science.

G2.B1 Time restraints for implementing the essential labs and implementing them

G2.B1.S1 Extend the Science block once a week so that the essential labs can be completed

Action Step 1

Schedule one day per week in the master schedule to extend the Science block

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Once a week

Evidence of Completion

Master schedule

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

Classroom observations during extended Science block.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthrough data

Plan to Monitor Effectiveness of G2.B1.S1

Effective implementation of the essential labs

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Essential lab outcomes-(student Science notebook and product)

G2.B2 Students reading deficits are interfering with students ability to comprehend Science content.

G2.B2.S1 All Science teachers will professional development in teaching close reading strategies.

Action Step 1

Learning Team facilitator will provide ongoing professional development on teaching close reading strategies with Science content.

Person or Persons Responsible

Learning Team Facilitator and teachers

Target Dates or Schedule

Ongoing during LTM meetings

Evidence of Completion

agendas and minutes

Facilitator:

LTF

Participants:

Science teachers

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

Administrators will sit in on professional development

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom observations to determine application of professional development

Plan to Monitor Effectiveness of G2.B2.S1

Classroom observations of science teachers teaching close reading strategies with science content

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom walkthrough data

G2.B3 Students have not had ample practice in writing about science content.

G2.B3.S1 Students in grades 1-5 will utilize science notebooks for recording key vocabulary, hypothesis', data, lab results, etc. Students will then use their notes to write about the scientific process and analysis of specific concepts learned.

Action Step 1

Science teachers will utilize science notebooks

Person or Persons Responsible

Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science notebooks

Facilitator:

Norma Bledsoe

Participants:

K-5 teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Administration will monitor through classroom walk throughs, observations, lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Science notebooks, lesson plans observation evaluations

Plan to Monitor Effectiveness of G2.B3.S1

Science notebooks, classroom observations

Person or Persons Responsible

Teachers/Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Science notebooks, student achievement results on classroom assessments and CoreK12

G3. Based on the 2014 FCAT 2.0, 75% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

G3.B1 Lack of fidelity in implementing the new Common Core standards and new literacy adoption by instructional staff.

G3.B1.S1 All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instructing, technology, and assessment for each new unit.

Action Step 1

Unit planning will be scheduled by administration and Team leader, at least every other week.

Person or Persons Responsible

Grade levels

Target Dates or Schedule

Every other week 7:30-8:30

Evidence of Completion

agendas, sign in, Instructional Focus calendars

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

Administration will participate in unit planning sessions to ensure process

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

ongoing

Evidence of Completion

Agendas, minutes, sign ins, IFC's

Plan to Monitor Effectiveness of G3.B1.S1

Classroom walkthroughs to see implementation of unit planning of CCSS and new Literacy adoption

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Walkthrough data and student achievement data

G3.B1.S2 Extensive Professional development on implementing the Common Core standards through the new literacy adoption and intensive intervention instruction will occur at all grade levels.

Action Step 1

Common Core and Units of study

Person or Persons Responsible

District trainers

Target Dates or Schedule

Once a month at Cohort training and scheduled days throughout the month.

Evidence of Completion

Agendas and sign in sheets

Facilitator:

District Facilitator

Participants:

Instructional staff

Action Step 2

Common Core, Units of study and intervention training

Person or Persons Responsible

Administration, Learning Team Facilitator and Teachers

Target Dates or Schedule

Weekly Learning Team Meetings

Evidence of Completion

Agendas and sign in sheets

Facilitator:

Learning Team Facilitator

Participants:

instructional staff

Action Step 3

Common Core, Units of study and intervention training

Person or Persons Responsible

Administration, PDD team and LTF

Target Dates or Schedule

Professional Development Days

Evidence of Completion

Agendas and sign in sheets

Facilitator:

Administration, Learning Team facilitator and PD team

Participants:

instructional staff

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Agendas and sign will be monitored for teacher attendance after each session. Minutes will be reviewed

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Agendas, sign in sheets, minutes

Plan to Monitor Effectiveness of G3.B1.S2

Classroom walkthroughs RRR's Diagnostic data Reader's Notebooks Student work Classroom assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

daily

Evidence of Completion

data collection tools and conference notes

G3.B1.S3 Administrators will create an extensive classroom observation schedule including pre and post feedback to teachers

Action Step 1

Administrators will complete daily informal and formal walkthrough, and observations based on an extensive observation schedule and provide feedback on implementation of the Common Core standards and intervention instruction through pre- and post conferences.

Person or Persons Responsible

Administraion

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of observations and feedback conferences.

Facilitator:

District staff-Marzano trainings

Participants:

Administraion

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Weekly leadership meetings to review completion of schedules observation and conferences.

Person or Persons Responsible

Administration and Area Superintendent

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes of leadership meeting

Plan to Monitor Effectiveness of G3.B1.S3

Walkthrough data will be reviewed to determine improvement is effective implementation of Common Core standards and intensive intervention instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Walkthrough data Student achievement

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 Universal Guidelines For Success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during our SwPBS meetings and then share the plans during our Learning Team Meetings. We instill an appreciation for multicultural diversity through antibullying campaigns, structured lessons, and implementation of SwPBS programs. We use ReachTV as our specific antibullying program. It is an ongoing program with set lessons and videos that are shared with the students daily. We have daily, weekly and monthly incentives such as High Five Coupons, the Calusa Café and Fabulous Flamingo Feathers to provide positive feedback to our students. Our parents receive a monthly newsletter promoting our Single School Culture and hold two meetings a year to keep parents abreast of our SwPBS action plan.

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. Based on the 2014 FCAT 2.0 81%of the total student population will achieve a learning gain in Math. This would be an increase of 5% percent.

G1.B1 Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.

G1.B1.S1 All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instructing, technology, and assessment for each new unit.

PD Opportunity 1

Unit planning will be scheduled by administration and Team leader, at least every other week.

Facilitator

Learning Team facilitator and Team Leaders

Participants

Instructional staff

Target Dates or Schedule

7:30-9:00 every other week

Evidence of Completion

Agendas, minutes, sign in sheets and instructional Focus Calendars

G1.B1.S2 The rotational model will be used during the math block.

PD Opportunity 1

Teachers will set up a schedule in their classroom such that rotations can occur to target students needs. Rotations may include technology, manipulatives, and small group instruction.

Facilitator

Area 1 support person

Participants

instructional staff

Target Dates or Schedule

During the math block

Evidence of Completion

Observation of the math block

G1.B1.S3 Administration will create an extensive classroom observation schedule including pre and post conferences providing feedback to teachers.

PD Opportunity 1

Administrators will complete daily informal and formal walkthrough, and observations based on an extensive observation schedule and provide feedback on implementation of the Common Core standards and intervention instruction through pre- and post conferences.

Facilitator

Marzano training

Participants

District facilitators

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of observation and feedback conferences.

G2. Based on the 2014 FCAT 2.0 75% of the student population will achieve a level 3 or above in Science.

G2.B2 Students reading deficits are interfering with students ability to comprehend Science content.

G2.B2.S1 All Science teachers will professional development in teaching close reading strategies.

PD Opportunity 1

Learning Team facilitator will provide ongoing professional development on teaching close reading strategies with Science content.

Facilitator

LTF

Participants

Science teachers

Target Dates or Schedule

Ongoing during LTM meetings

Evidence of Completion

agendas and minutes

G2.B3 Students have not had ample practice in writing about science content.

G2.B3.S1 Students in grades 1-5 will utilize science notebooks for recording key vocabulary, hypothesis', data, lab results, etc. Students will then use their notes to write about the scientific process and analysis of specific concepts learned.

PD Opportunity 1

Science teachers will utilize science notebooks

Facilitator

Norma Bledsoe

Participants

K-5 teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Science notebooks

G3. Based on the 2014 FCAT 2.0, 75% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

G3.B1 Lack of fidelity in implementing the new Common Core standards and new literacy adoption by instructional staff.

G3.B1.S2 Extensive Professional development on implementing the Common Core standards through the new literacy adoption and intensive intervention instruction will occur at all grade levels.

PD Opportunity 1

Common Core and Units of study

Facilitator

District Facilitator

Participants

Instructional staff

Target Dates or Schedule

Once a month at Cohort training and scheduled days throughout the month.

Evidence of Completion

Agendas and sign in sheets

PD Opportunity 2

Common Core, Units of study and intervention training

Facilitator

Learning Team Facilitator

Participants

instructional staff

Target Dates or Schedule

Weekly Learning Team Meetings

Evidence of Completion

Agendas and sign in sheets

PD Opportunity 3

Common Core, Units of study and intervention training

Facilitator

Administration, Learning Team facilitator and PD team

Participants

instructional staff

Target Dates or Schedule

Professional Development Days

Evidence of Completion

Agendas and sign in sheets

G3.B1.S3 Administrators will create an extensive classroom observation schedule including pre and post feedback to teachers

PD Opportunity 1

Administrators will complete daily informal and formal walkthrough, and observations based on an extensive observation schedule and provide feedback on implementation of the Common Core standards and intervention instruction through pre- and post conferences.

Facilitator

District staff-Marzano trainings

Participants

Administraion

Target Dates or Schedule

Daily

Evidence of Completion

Documentation of observations and feedback conferences.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Based on the 2014 FCAT 2.0 81%of the total student population will achieve a learning gain in Math. This would be an increase of 5% percent.	$500
G2.	Based on the 2014 FCAT 2.0 75% of the student population will achieve a level 3 or above in Science.	$500
G3.	Based on the 2014 FCAT 2.0, 75% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.	$12
	Total	$1,012

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
SAC and internal accounts	$500	$500
School internal accounts	$500	$500
SAC, PTA and school internal accounts	$12	$12
Total	$1,012	$1,012

Budget Details

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

G1. Based on the 2014 FCAT 2.0 81%of the total student population will achieve a learning gain in Math. This would be an increase of 5% percent.

G1.B1 Lack of Fidelity of implementation of the new Common Core State Standards by the instructional staff.

G1.B1.S1 All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instructing, technology, and assessment for each new unit.

Action Step 1

Unit planning will be scheduled by administration and Team leader, at least every other week.

Resource Type

Evidence-Based Program

Resource

Chart paper for anchor charts

Funding Source

SAC and internal accounts

Amount Needed

$500

G2. Based on the 2014 FCAT 2.0 75% of the student population will achieve a level 3 or above in Science.

G2.B1 Time restraints for implementing the essential labs and implementing them

G2.B1.S1 Extend the Science block once a week so that the essential labs can be completed

Action Step 1

Schedule one day per week in the master schedule to extend the Science block

Resource Type

Evidence-Based Program

Resource

Science consumables for essential labs

Funding Source

School internal accounts

Amount Needed

$500

G3. Based on the 2014 FCAT 2.0, 75% of the total student population will achieve a learning gain in Reading. This would be an increase of 5 percentage points.

G3.B1 Lack of fidelity in implementing the new Common Core standards and new literacy adoption by instructional staff.

G3.B1.S1 All staff will engage in collaborative unit planning with their teams to plan out learning goals and scales, best practices for instructing, technology, and assessment for each new unit.

Action Step 1

Unit planning will be scheduled by administration and Team leader, at least every other week.

Resource Type

Evidence-Based Program

Resource

Chart paper for anchor charts More complex texts Mentor texts Words Their Way materials LLI Kits

Funding Source

SAC, PTA and school internal accounts

Amount Needed

$12

G3.B1.S2 Extensive Professional development on implementing the Common Core standards through the new literacy adoption and intensive intervention instruction will occur at all grade levels.

Action Step 1

Common Core and Units of study

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed