
2013-2014 SCHOOL IMPROVEMENT PLAN

Ward Highlands Elementary School

537 SE 36TH AVE
Ocala, FL 34471
352-671-6810

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 44%
Alternative/ESE Center No	Charter School No	Minority Rate 35%

School Grades History

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

Ward Highlands Elementary Schl

Principal

Melissa Kinard

School Advisory Council chair

April Adolf

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

Name	Title
Melissa Kinard	Principal
Heather Lipira	Assistant Principal
Angela Stoddard	Reading Coach
Kay Flieschaker	Guidance Counselor
Kristin Altobello	Guidance Counselor
James Byard	Dean

District-Level Information

District

Marion

Superintendent

Mr. George D Tomyn

Date of school board approval of SIP

11/12/2013

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 membership of SAC includes parents, staff members, and the school leadership team(Principal, Assistant Principal, Dean, Guidance Counselors).

Involvement of the SAC in the development of the SIP

SAC meets once per month and is presented data and information that will help improve the schools academic achievement. SAC reads and approves the plan and gives input into the goals of the school.

Activities of the SAC for the upcoming school year

Once per monthly meetings will be held in the school's media center with administrators, teachers, and parent where school improvement will be discussed.

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

There are no funds at this current time.

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

Not In Compliance

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

Administration will do a Connect 5 Alert to all parents inviting parents to SAC explaining the importance of parent input in the decision making process.

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:

Melissa Kinard

Principal

Years as Administrator: 8

Years at Current School: 0

Credentials

Bachelors in Education
 Masters in Curriculum
 Specialist in Ed. Leadership
 School Principal
 Exceptional Student Education Certification K-12
 ESOL Endorsed

Performance Record

Assistant Principal of Curriculum Dr. N.H. Jones Elementary
 2005-2006- School Grade A
 AYP- Yes
 2006-2007-School Grade A
 AYP- Yes
 2007-2008- School Grade A
 AYP-Yes
 2008-2009- School Grade A
 AYP- Yes
 2009-2010- School Grade A
 AYP-No
 Assistant Principal of Curriculum Wyomina Park Elementary
 2009-2010- Met AYP with all subgroups except AA and ED group
 2010-2011 A
 AYP-No
 Principal of Wyomina Park Elementary
 2011-2012-A
 AYP-No

Heather Lipira

Asst Principal

Years as Administrator: 0

Years at Current School: 4

Credentials

Bachelors in Elementary Education
 Masters in Educational Leadership
 ESOL Endorsed

Performance Record

Prior Dean of Discipline at Ward-Highlands
 WHE:
 2010-2011: B AYP: NO
 49% of students with disabilities made AYP in Math. 60% of economically disadvantaged students made AYP in Reading.
 2009-2010: B AYP: No
 2009-A AYP: No
 48% of students with disabilities made AYP in Reading. 60% of economically disadvantaged students made AYP in Reading

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Angela Stoddard**

Full-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

Reading/Literacy

CredentialsBachelors in Elementary Education
Masters in Educational Leadership**Performance Record**

n/a

Classroom Teachers**# of classroom teachers**

65

receiving effective rating or higher

65, 100%

Highly Qualified Teachers

100%

certified in-field

65, 100%

ESOL endorsed

40, 62%

reading endorsed

6, 9%

with advanced degrees

18, 28%

National Board Certified

8, 12%

first-year teachers

0, 0%

with 1-5 years of experience

3, 5%

with 6-14 years of experience

34, 52%

with 15 or more years of experience

28, 43%

Education Paraprofessionals

of paraprofessionals

35

Highly Qualified

35, 100%

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

2

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

Administration assigns each a veteran teacher to a beginning teacher where once per week meetings occur to ensure the new teacher gets information disseminated and explained effectively.

Administration holds a back to school breakfast as well as a curriculum orientation to the curriculum materials. The Assistant Principal and Principal will ensure teachers feel supported and are given staff development opportunities as needed.

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. Van Wart is a seasoned teacher and can offer support to Mrs. Jenny Jones during weekly mentoring meetings. During those meetings strategies and ideas will be shared. Behavior management ideas will also be a focus of each meeting. Once per week meetings with shared ideas and behavior management techniques. Lesson ideas will be shared and help with the ENCORE program if problems have occurred.

Grading and assessment information to be shared.

Mrs. Minetti, a seasoned ESE teacher, will offer support to Elizabeth Medjuck who is new to teaching ESE. They will also have once per week meetings, lesson planning ideas, ENCORE training and support, as well as grading and assessments information shared.

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 leadership team should consistently monitor student achievement data and provide invention opportunities to students as needed. Progress should be monitored and interventions adjusted based on student growth data.
- The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is created to address each goal area. The team then meets

periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address the new areas of need.

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

The MTSS initiatives are already included in our basic school initiatives such as Continuous Improvement Model and Positive Behavior Support (PBS). The MTSS initiatives are integrated in our district Reading plan, our Student Progression Plan, our Student Code of Conduct, our district Special Programs and Procedures manual, and our School Improvement Plan/Title I Plan. MTSS is the process to determine what works best for individual students, regardless of their placement.

- When students go to other schools, the school has a check out sheet which must go through the hands of the Assistant Principal, the Guidance Counselors, and the teacher who served the student.
- Current graphs, PMP folder, and any SAT team paperwork goes to the receiving school.
- When students from other school enter our school, the IPA clerk must check the student's cumulative folder when received for PMP information on students. If no PMP folder, the Assistant Principal makes contact with the sending schools Assistant Principal to ensure the student's information is the most current and that the student is not in the MTSS process.
- The Assistant Principal also oversees that teachers are checking incoming cum folders to best understand the needs of incoming students.

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

School leadership team is consistently monitoring that the fidelity of the interventions are occurring on campus through daily walkthroughs, data collection, and data meetings. Problem solving meetings occur bi-weekly and more often when needed.

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

- Marion County uses a variety of source data to monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, English Language Learner, Exceptional Students Education, teacher, and course. This data includes State Assessments (FCAT, FAIR/Flickers for Kindergarten, and AIMSweb for all other grade levels) as well as other local assessments (Focus Calendar Assessments, Benchmark Assessments, Quarterly Writing Assessments, Demand Writing, Document Based Questions, etc.) Performance Matters also allows for teacher comparisons by students, standard, and demographics. School and district are able to compare data as well as similar schools across the state.
- Discipline data is housed in the Student Management System (SMS) and can be disaggregated using internal software (Custom Reports). This data is pulled throughout the year and discussed at the Dean's meetings. Problem solving teams discuss Best Practices and assist one another with ideas on ways to lower discipline number at school with Behavior interventions.
- Tiered data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers must also keep data notebooks with individualized student information relative to the progress within the relative tier of the intervention.

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

Support for MTSS will come from the ESE department and the behavior specialists' team for behavior intervention support as well as the K-12 Academic Services department for academic interventions. In addition, at the school level support will come from the Assistant Principal for Academic interventions and the Dean for Behavior interventions. Reading intervention support will come from the Reading Coach.

Marion county will continue to provide professional development to school leadership and support school with bi-annual progress monitoring meetings with administration. Monthly meetings with school leadership provide opportunity for on-going professional development as well as small group breakout sessions specific to MTSS.

- School level professional development is delivered during preschool, early release days and during breakout sessions during collaborative planning meetings and faculty meetings. The MTSS problem solving teams meet regularly to look at data and develop preschool, early release and during breakout sessions during collaborative planning and faculty meetings. The MTSS problem solving teams meet regularly to look at data and develop on-going progress monitoring systems regarding implementation at the school site. Professional development is based on the needs of individuals at the school site and includes opportunities in technology, intervention strategy and implementation of Common Core.

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: 3,000

Students will participate in before and after school tutoring activities to enrich and remediate. Students will participate in field trips to support the curriculum and give students real world experience. Students will do an assessment at the end of every extended learning opportunity and look at the information to see what students learned.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Melissa Kinard	Principal
HeatherLipira	Assistant Principal
Kay Flieschaker	Guidance Counselor

Name	Title
Kristen Altobello	Guidance Counselor
Angela Stoddard	Reading Coach
Mrs. Fant	Media Specialist

How the school-based LLT functions

The school based Literacy Leadership Team will have bi-monthly meetings on the first Tuesday of each month to discuss the progress of students in the area of Reading and Writing. The team will look at all data collected in Performance Matters(reading, math, writing, science, FAIR on the PMRN, AimsWeb, Successmaker reading, and Accelerated Reader data. These meetings will determine what areas are in need of improvement, students who have weaknesses and in what areas, and through these meetings the administration and the LLT team will come up with a prescription of how to improve. The administration team will facilitate these meetings, and the needs assessment will be determined and progress monitored. Students will be placed on a Progress Monitoring Plans(PMP) and graphs will be monitored to insure progress.

Major initiatives of the LLT

The initiatives for the school based Literacy Leadership team will be to increase the usage of the Accelerated Reading program at the school by monitoring each grade levels reading data and creating a data board to show progress and having incentives for meeting goals. In addition Successmaker data will be tracked and monitored to insure students are getting adequate time on task with the program. The LLT will also make Differentiated Instruction in the area of Language Arts a focus by utilizing our Academic Coach to model differentiated instruction for teachers. The Principal and Assistant Principal will also do fidelity walk-throughs and give timely feedback to teachers. The focus will also encompass our students in the lowest quartile having targeted reading practice with our teachers and paraprofessionals, and mentors set up for those students for motivation and support in the language arts areas. Common Core will be implemented in Grades 3-5 with support from Lead Common Core teachers as well the Reading Coach. Principal and Assistant Principal will have an incentive program set up with teams competing with each other on words read each month schoolwide.

Every Teacher Contributes to Reading Instruction

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

Teachers will ensure students will get interventions with Corrective Reading, REWARDS, Earobics, Voyager, EIR, and Successmaker. Reading Coach will be assisting teachers monitoring the progress of each student.

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

Our ESE Pre-K teachers host parent meetings for parents of ESE children for whom we serve. Each spring, our Guidance Dept. is contacted by preschools that serve our school concerning registration information, transportation, tours, and school hours. In addition, anytime a parent registers a child for Kindergarten, a readiness handout is distributed. Each fall, the administration and Kindergarten teachers conduct an orientation for incoming Kindergarten families prior to the start of school. This gives parents an overview of the school, the School

Improvement Plan, and an opportunity to ask questions.

In addition, VPK is offered in the county to assist with preschool transitioning. The Elementary Director from the district office evaluates the quality and effectiveness of these transition programs.

During the first month of school, FLKRS is used to assess student readiness rates and to determine individual student needs to be addressed by the Kindergarten and remedial teachers.

College and Career Readiness

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

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

Ward-Highlands is a Prek-5 school

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

Ward-Highlands is a Prek-5 school

Strategies for improving student readiness for the public postsecondary level

Ward-Highlands is a Prek-5 school

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	68%	67%	Yes	72%
American Indian				
Asian				
Black/African American	42%	42%	Yes	48%
Hispanic	59%	59%	Yes	63%
White	77%	72%	No	79%
English language learners				
Students with disabilities	43%	38%	Yes	49%
Economically disadvantaged	58%	52%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	255	73%	75%
Students scoring at or above Achievement Level 4	129	18%	25%

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>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	141	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	102	57%	65%

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)	<i>[data excluded for privacy reasons]</i>		85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		85%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		85%

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	62	58%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	68%	68%	Yes	72%
American Indian				
Asian				
Black/African American	38%	51%	Yes	44%
Hispanic	69%	67%	Yes	72%
White	75%	70%	No	78%
English language learners				
Students with disabilities	48%	29%	Yes	54%
Economically disadvantaged	60%	61%	Yes	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	32	26%	35%
Students scoring at or above Achievement Level 4	36	27%	35%

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>		85%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	120	69%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	75	57%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	45	48%	80%
Students scoring at or above Achievement Level 4	17	15%	25%

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>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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			

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)	12		75
Participation in STEM-related experiences provided for students	12	25%	75%

Area 6: Career and Technical Education (CTE)

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

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	60	8%	0%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	0%
Students who are not proficient in reading by third grade	28	25%	10%
Students who receive two or more behavior referrals	20	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	87	15%	5%

Middle School Indicators

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

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

Parent involvement will increase overall by 10%. Parent involvement of students in the lowest quartile will improve by 20%. Parent participation of Minority students will increase by 15%. Parent involvement of students with disabilities will increase by 20% as measured by sign in sheets at parent nights, open house, and parent conferences.

Parents will be invited and encouraged to participate in Family events such as Family Fun Night, Parent Conference nights, Publix math nights, Open House, and Reading Nights for parents.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Involvement will increase by 10% overall in 2013-2014.	220	35%	45%

Area 10: Additional Targets**Additional targets for the school**

Student tardies will decrease by 10% schoolwide therefore allowing more time on instruction for students. Administration will do call out "wake up" calls to students and their parents who are chronically tardy and will provide incentives for getting to school on time.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
2 or less students will be tardy each day.	10	5%	2%

Goals Summary

- G1.** 75% of economically disadvantage students will earn a Level 3 or higher as measured on FCAT 2.0.
- G2.** Teachers will implement hands on Science Labs into their instruction once per week in all grade levels on campus with each lab going through the complete scientific process.
- G3.** Students with disabilities will improve in the area of computation on FCAT by 10%.
- G4.** Teachers will provide enrichment time built into their daily Language Arts block incorporating Science and Social Studies to challenge students with higher level reading text who have scored a Level 4-5 on the 2012-2013 Reading FCAT 2.0. Through this, stu
- G5.** 80% of students will earn a Level 3 or higher on FCAT Math 2.0.
- G6.** 95% of all students in 4th grade will earn a 4.0 on FCAT writing.
- G7.** 80%(225) of all students in grades 3-5 will earn an achievement level of a 3 or higher as measured on FCAT reading. 15% of student who earned a Level 3 on FCAT in the previous school year will increase a level to a Level 4 or 5 on the 2013-2014 FCAT rea

Goals Detail

G1. 75% of economically disadvantage students will earn a Level 3 or higher as measured on FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Intervention teacher and paraprofessional will teach strategies to students from the researched based REWARDS program.
- Intervention teacher will use Corrective Reading with students who scored a Level 1 or 2 on FCAT the previous school year.

Targeted Barriers to Achieving the Goal

- Getting all students who need the program scheduled without taking away from core academic subject areas.
- Lack of additional time needed to effectively deliver the program. Morning time will be utilized as well as SM lab times.

Plan to Monitor Progress Toward the Goal

AimsWeb data and Performance Matters

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Improvement of scores over time

G2. Teachers will implement hands on Science Labs into their instruction once per week in all grade levels on campus with each lab going through the complete scientific process.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- National Geographic Science series lab kits as well as more lab equipment provided by administration.

Targeted Barriers to Achieving the Goal

- Students lack of background knowledge with the adequate skill level.

Plan to Monitor Progress Toward the Goal

Administration will monitor data in Performance Matters.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly

Evidence of Completion:

Improvement on Focus Calendar Assessments in the area of Science

G3. Students with disabilities will improve in the area of computation on FCAT by 10%.

Targets Supported

Resources Available to Support the Goal

- Teachers will work in small groups during special area times and Triple I times remediating students with an emphasis on math computation skills.
- Students with disabilities will do an additional 10 minutes on FastMath over their allotted time.

Targeted Barriers to Achieving the Goal

- Teachers may lack the resources for small group instruction.
- Students scheduling conflicts with number of minutes on their IEP.

Plan to Monitor Progress Toward the Goal

AimsWeb Progress Monitoring and FastMath reports

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

10% Improvement each monthly check.

G4. Teachers will provide enrichment time built into their daily Language Arts block incorporating Science and Social Studies to challenge students with higher level reading text who have scored a Level 4-5 on the 2012-2013 Reading FCAT 2.0. Through this, stu

Targets Supported**Resources Available to Support the Goal**

- Teachers will differentiate instruction in Language Arts Centers using such non-fiction texts as Time for Kids, Science and Social Studies Readers to use in small group direct instruction as well as student lead groups.

Targeted Barriers to Achieving the Goal

- Lack of materials due to budget cuts
- Lack of background knowledge of non-fiction text styles

Plan to Monitor Progress Toward the Goal

AimsWeb Data for Progress Monitoring, Performance Matters Data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Observations-Weekly

Evidence of Completion:

Unit Assessments, Focus Calendar Assessments, FCAT 2.0

G5. 80% of students will earn a Level 3 or higher on FCAT Math 2.0.

Targets Supported**Resources Available to Support the Goal**

- Teachers will use Acaletics math as well as the Common Core Go Math series to help students with difficult words problems in math.

Targeted Barriers to Achieving the Goal

- Students with the lack of basic math facts and common math terminology background.

Plan to Monitor Progress Toward the Goal

Data Meetings monitoring progress in AimsWeb as well as on Focus Calendar Assessments

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

Grade Level Meetings once per week

Evidence of Completion:

Improvement of scores over time.

G6. 95% of all students in 4th grade will earn a 4.0 on FCAT writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers will utilize the Reading/Writing textbooks from the new Wonders reading series to increase students ability to write to a specific type of prompt.
- Teachers will use Writes Reflection strategies as an additional tool to increase writing correct sentence structure and description language.

Targeted Barriers to Achieving the Goal

- The scheduling of time in the Language Arts block.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible**Target Dates or Schedule:****Evidence of Completion:**

G7. 80%(225) of all students in grades 3-5 will earn an achievement level of a 3 or higher as measured on FCAT reading. 15% of student who earned a Level 3 on FCAT in the previous school year will increase a level to a Level 4 or 5 on the 2013-2014 FCAT rea

Targets Supported

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

Resources Available to Support the Goal

- Instruct students on the appropriate method of responding to extended responses and identifying correct information in the text, teaching key words and phrases in passages and vocabulary. Reading Coach as well as Moodle Professional Development as well as text complexity Moodle will help teachers effectively teach the skills needed.

Targeted Barriers to Achieving the Goal

- Students lack of background knowledge on various subject matter.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 75% of economically disadvantage students will earn a Level 3 or higher as measured on FCAT 2.0.

G1.B1 Getting all students who need the program scheduled without taking away from core academic subject areas.

G1.B1.S1 Scheduling a Triple I time in the school-wide Master Schedule to eliminate any scheduling conflicts.

Action Step 1

Train Intervention teacher and Title I paraprofessionals.

Person or Persons Responsible

Reading Coach and County Trainer for Corrective Reading

Target Dates or Schedule

First week in September

Evidence of Completion

Fidelity checks from Reading Coach

Facilitator:

Reading Coach

Participants:

Targetted staff in grades 4th and 5th along with the Intervention teacher who serves all grade levels.

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

AimsWeb monthly assessments for Progress Monitoring. Data will be checked to see if the programs are being effective.

Person or Persons Responsible

Assistant Principal and Reading Coach

Target Dates or Schedule

Once per month on the AimsWeb Manager and daily walkthroughs in intervention groups.

Evidence of Completion

Improvement in scores.

Plan to Monitor Effectiveness of G1.B1.S1

During Progress Monitoring meetings data from AimsWeb as well as Focus Calendar Assessments will be looked at and monitored to ensure students are making growth.

Person or Persons Responsible

Teachers, Administration and Reading Coach

Target Dates or Schedule

Data will be pulled when assessments are scanned and AimsWeb looked at once per week. on Tier III students and once per month on Tier II students.

Evidence of Completion

Improvement over time as seen by the data.

G2. Teachers will implement hands on Science Labs into their instruction once per week in all grade levels on campus with each lab going through the complete scientific process.

G2.B1 Students lack of background knowledge with the adequate skill level.

G2.B1.S1 Teachers will provide background knowledge every day prior to the lab with vocabulary enrichment in the science content area.

Action Step 1

Teachers will use Science Readers as well as the Nat Geo science magazines addressing the lab for the week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Improvement on Science Focus Calendar Assessments.

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

Administration will do walkthroughs on Lab days as well as monitor data from Science Focus Calendar Assessments.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Improved scores in Performance Matters.

Plan to Monitor Effectiveness of G2.B1.S1

Administration will do weekly walkthroughs during labs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Improvement on Focus Calendar Assessments.

G3. Students with disabilities will improve in the area of computation on FCAT by 10%.

G3.B1 Teachers may lack the resources for small group instruction.

G3.B1.S1 Administration will have materials in a set place in locations on campus where teachers can go to get materials that they can use for instruction (Teacher Resource Rooms)

Action Step 1

Teachers will have access to the Teacher Resource room to be able to get hands-on math manipulatives.

Person or Persons Responsible

Teachers

Target Dates or Schedule

As needed

Evidence of Completion

Increase performance by students on Math Focus Calendar Assessments and AimsWeb progress monitoring.

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

Administration will monitor groups on daily walkthroughs to ensure they are taking place.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Improvement in math scores on Focus Calendar Assessments and FCAT 2.0

Plan to Monitor Effectiveness of G3.B1.S1

AimsWeb Progress Monitoring

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Monthly for Tier II students Weekly for Tier III students

Evidence of Completion

Increased scores over time.

G3.B2 Students scheduling conflicts with number of minutes on their IEP.

G3.B2.S1 Teachers will look at times in their schedules where students with IEPs may get these additional minutes to utilize the FastMath program.

Action Step 1

Teachers will allow students to take an additional 10 minutes to work on FastMath.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Before students begin the intervention

Evidence of Completion

Improvement on Math facts as evidenced by FastMath reports generated by the lab manager

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

Administration will look at reports to ensure the additional time is being spent

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Improvement in scores and minutes on the program

Plan to Monitor Effectiveness of G3.B2.S1

Timed Math Minute assessment should improve over time

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Students should improve their scores on their timed math assessments. In addition, the AimsWeb Progress Monitoring will also be utilized to ensure students are improving.

G4. Teachers will provide enrichment time built into their daily Language Arts block incorporating Science and Social Studies to challenge students with higher level reading text who have scored a Level 4-5 on the 2012-2013 Reading FCAT 2.0. Through this, stu

G4.B1 Lack of materials due to budget cuts

G4.B1.S1 Administration along with the Reading Coach and teachers will minimize issues with the lack of materials by scheduling Language Arts blocks staggered so grade levels can share materials amongst the teams.

Action Step 1

Teachers will have a schedule of times and will share materials according to the schedules that will effectivel work for each teacher.

Person or Persons Responsible

Teachers, Reading Coach, and Adminstration

Target Dates or Schedule

Grade Level Meetings and Colloborative Planning times

Evidence of Completion

Successful completion will be demonstrated by administrations observations

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 Lack of background knowledge of non-fiction text styles

G4.B2.S1 Teachers will teach in depth lesson on different text styles giving students examples of each and provide practice as they expose them to the different styles.

Action Step 1

Presentations by Reading Coach

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

Wednesday faculty meetings

Evidence of Completion

Classroom Observations, Unit Assessments, AimsWeb and Performance Matters data

Facilitator:

Angela Stoddard

Participants:

Administration, Reading Coach

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Data collection, Reading Coach Fidelity checks

Person or Persons Responsible

Administration

Target Dates or Schedule

Classroom Observations-Weekly

Evidence of Completion

FCAT 2.0 data, Focus Calendar Assessment data, AimsWeb data

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. 80% of students will earn a Level 3 or higher on FCAT Math 2.0.

G5.B1 Students with the lack of basic math facts and common math terminology background.

G5.B1.S1 Teachers will have students do FastMath for basic math facts daily and basic math vocabulary will be taught in the Acaletics math club time built in to the teachers schedules. In addition, a schoolwide focus of math vocabulary will be emphasised on the morning show and the slide show to be shown in the cafeteria during lunch blocks.

Action Step 1

Ordering Acaletics materials and reviewing Math Club with teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule

Faculty Meetings-Weekly Grade Level Meetings-Weekly

Evidence of Completion

FCAT math 2.0 scores, Focus Calendar Assessment results

Facilitator:

Assistant Principal

Participants:

3rd-5th grade teachers

Action Step 2

Common Core lead teachers will do follow ups with each grade level after the Professional Development Activities are completed and implemented in the classroom to share best practices.

Person or Persons Responsible

Common Core Leads, Administration

Target Dates or Schedule

Every other Wednesday from 2:15-3:00

Evidence of Completion

Improvement shown on assessments.

Facilitator:

Common Core Math Leads and Assistant Principal

Participants:

Teachers in Grades K-5th

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

Walkthroughs in classroom and data meetings

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Weekly

Evidence of Completion

Focus Calendar Assessments in Math

Plan to Monitor Effectiveness of G5.B1.S1

During Data meetings scores will increase as the implementation occurs

Person or Persons Responsible

Teachers and Adminstration will monitor data in Performance Matters.

Target Dates or Schedule

Weekly

Evidence of Completion

Increased scores on tests, FastMath reports showing growth.

G6. 95% of all students in 4th grade will earn a 4.0 on FCAT writing.

G6.B1 The scheduling of time in the Language Arts block.

G6.B1.S1 Teachers will have an additional 30 minutes 2 days per week to teach Writing through the Social Studies content area where students can write to expository and narrative prompts using historical information they have learned in class.

Action Step 1

Teacher will use the Wonders series as well as their Social Studies curriculum maps to teach information that students can then write about in class in a DBQ style. Reading Coach will train teachers how to use the Wonders series to support the social studies curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

2 times per week

Evidence of Completion

Increased scores on Demand Writings through the school year and ultimately FCAT Writing 2.0 scores increasing from last year.

Facilitator:

Wonders training with the Reading Coach

Participants:

Grades 3-5 teachers

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

Administration will do daily walkthroughs and ask to see a lesson to be observed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Demand Writings scores improvement from September through the end of the year.

Plan to Monitor Effectiveness of G6.B1.S1

Schoolwide Demand Writings with a Social Studies focused prompts based on the curriculum maps.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Once per month

Evidence of Completion

Student scores improving from month to month. Also, improved scores on FCAT Writing assessment for 4th grade students.

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. 80%(225) of all students in grades 3-5 will earn an achievement level of a 3 or higher as measured on FCAT reading. 15% of student who earned a Level 3 on FCAT in the previous school year will increase a level to a Level 4 or 5 on the 2013-2014 FCAT rea

G7.B1 Students lack of background knowledge on various subject matter.

G7.B1.S1 Give students as much background knowledge by exposing them to different subject matter in all subject areas. Teachers will also utilize KWL charts to find out what students know and what students need to know to effectively learn new reading skills.

Action Step 1

Moodle(Professional Development) course, and follow up with Common Core Lead Teachers

Person or Persons Responsible

Reading Coach Teachers Common Core Lead Teachers Administration

Target Dates or Schedule

September Early Release Days Follow ups as needed through out the school year

Evidence of Completion

Unit Assessments, FCAT 2.0, Focus Calendar Assessments

Facilitator:

Angela Stoddard

Participants:

Reading Coach Teachers Common Core Lead Teachers Administration

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Successful Completion of the Moodle and administrators should be able to observe text complexity in lessons observed.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Walkthroughs and Observations

Evidence of Completion

Completion of Moodle course by teacher and successful implementation in the classroom as observed. FCAT 2.0 scores, Unit Assessment Data, AimsWeb data.

Plan to Monitor Effectiveness of G7.B1.S1

AimsWeb data as well as Focus Calendar Assessments

Person or Persons Responsible

Reading Coach Assistant Principal

Target Dates or Schedule

AimsWeb and Performance Matters data will be pulled monthly

Evidence of Completion

FCAT 2.0 Data, Benchmark Assessments, Unit Assessments

Coordination and Integration

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

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

Title I, Part A

Ward-Highlands Elementary School has several programs that coordinate with other state and federal dollars available and integrate federal and state programs, so the school can meet state and NCLB requirements. Title I funds will be provided to support after-school tutoring. The Centers, a mental health facility, partners with our school whenever we need specific student mental health services for any of our students. Funds from applicable federal, state, and local programs such as: IDEA-funding paraprofessionals; Title 1-funding Staff Development, personnel, and materials; Title IV-Red Ribbon Program; and Voluntary Pre-K program through the Learning Coalition are integrated and coordinated to meet all student needs.

Title I, Part C- Migrant

District funds are used to purchase:

School supplies, provide after school tutorial programs to improve grades, increase promotion, improve attendance and reduce dropout rates. Fund migrant liaison that works with schools and families to identify students and provide need referrals for families. Families must meet the federal eligibility to participate in the program

Title II

IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Intervention (RtI) strategies that are proven to work with students with disabilities and students with behavior problems

Title III-funding for ELL personnel to work with our English Language Learners

Title X- Homeless

District homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate public education.

Title I, Part D

We do not receive Title I, Part D Funds

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. 75% of economically disadvantage students will earn a Level 3 or higher as measured on FCAT 2.0.

G1.B1 Getting all students who need the program scheduled without taking away from core academic subject areas.

G1.B1.S1 Scheduling a Triple I time in the school-wide Master Schedule to eliminate any scheduling conflicts.

PD Opportunity 1

Train Intervention teacher and Title I paraprofessionals.

Facilitator

Reading Coach

Participants

Targetted staff in grades 4th and 5th along with the Intervention teacher who serves all grade levels.

Target Dates or Schedule

First week in September

Evidence of Completion

Fidelity checks from Reading Coach

G4. Teachers will provide enrichment time built into their daily Language Arts block incorporating Science and Social Studies to challenge students with higher level reading text who have scored a Level 4-5 on the 2012-2013 Reading FCAT 2.0. Through this, stu

G4.B2 Lack of background knowledge of non-fiction text styles

G4.B2.S1 Teachers will teach in depth lesson on different text styles giving students examples of each and provide practice as they expose them to the different styles.

PD Opportunity 1

Presentations by Reading Coach

Facilitator

Angela Stoddard

Participants

Adminstration, Reading Coach

Target Dates or Schedule

Wednesday faculty meetings

Evidence of Completion

Classroom Observations, Unit Assessments, AimsWeb and Performance Matters data

G5. 80% of students will earn a Level 3 or higher on FCAT Math 2.0.

G5.B1 Students with the lack of basic math facts and common math terminology background.

G5.B1.S1 Teachers will have students do FastMath for basic math facts daily and basic math vocabulary will be taught in the Acaletics math club time built in to the teachers schedules. In addition, a schoolwide focus of math vocabulary will be emphasised on the morning show and the slide show to be shown in the cafeteria during lunch blocks.

PD Opportunity 1

Ordering Acaletics materials and reviewing Math Club with teachers.

Facilitator

Assistant Principal

Participants

3rd-5th grade teachers

Target Dates or Schedule

Faculty Meetings-Weekly Grade Level Meetings-Weekly

Evidence of Completion

FCAT math 2.0 scores, Focus Calendar Assessment results

PD Opportunity 2

Common Core lead teachers will do follow ups with each grade level after the Professional Development Activities are completed and implemented in the classroom to share best practices.

Facilitator

Common Core Math Leads and Assistant Principal

Participants

Teachers in Grades K-5th

Target Dates or Schedule

Every other Wednesday from 2:15-3:00

Evidence of Completion

Improvement shown on assessments.

G6. 95% of all students in 4th grade will earn a 4.0 on FCAT writing.

G6.B1 The scheduling of time in the Language Arts block.

G6.B1.S1 Teachers will have an additional 30 minutes 2 days per week to teach Writing through the Social Studies content area where students can write to expository and narrative prompts using historical information they have learned in class.

PD Opportunity 1

Teacher will use the Wonders series as well as their Social Studies curriculum maps to teach information that students can then write about in class in a DBQ style. Reading Coach will train teachers how to use the Wonders series to support the social studies curriculum.

Facilitator

Wonders training with the Reading Coach

Participants

Grades 3-5 teachers

Target Dates or Schedule

2 times per week

Evidence of Completion

Increased scores on Demand Writings through the school year and ultimately FCAT Writing 2.0 scores increasing from last year.

G7. 80%(225) of all students in grades 3-5 will earn an achievement level of a 3 or higher as measured on FCAT reading. 15% of student who earned a Level 3 on FCAT in the previous school year will increase a level to a Level 4 or 5 on the 2013-2014 FCAT rea

G7.B1 Students lack of background knowledge on various subject matter.

G7.B1.S1 Give students as much background knowledge by exposing them to different subject matter in all subject areas. Teachers will also utilize KWL charts to find out what students know and what students need to know to effectively learn new reading skills.

PD Opportunity 1

Moodle(Professional Development) course, and follow up with Common Core Lead Teachers

Facilitator

Angela Stoddard

Participants

Reading Coach Teachers Common Core Lead Teachers Administration

Target Dates or Schedule

September Early Release Days Follow ups as needed through out the school year

Evidence of Completion

Unit Assessments, FCAT 2.0, Focus Calendar Assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G5.	80% of students will earn a Level 3 or higher on FCAT Math 2.0.	\$10,400
Total		\$10,400

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Total
County Material Budget	\$0	\$0	\$0
Title I	\$0	\$10,400	\$10,400
County Budget	\$0	\$0	\$0
County Textbook Funds	\$0	\$0	\$0
Total	\$0	\$10,400	\$10,400

Budget Details

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

G1. 75% of economically disadvantage students will earn a Level 3 or higher as measured on FCAT 2.0.

G1.B1 Getting all students who need the program scheduled without taking away from core academic subject areas.

G1.B1.S1 Scheduling a Triple I time in the school-wide Master Schedule to eliminate any scheduling conflicts.

Action Step 1

Train Intervention teacher and Title I paraprofessionals.

Resource Type

Evidence-Based Program

Resource

Corrective Reading Materials as well as REWARDS materials

Funding Source

County Budget

Amount Needed

\$0

G2. Teachers will implement hands on Science Labs into their instruction once per week in all grade levels on campus with each lab going through the complete scientific process.

G2.B1 Students lack of background knowledge with the adequate skill level.

G2.B1.S1 Teachers will provide background knowledge every day prior to the lab with vocabulary enrichment in the science content area.

Action Step 1

Teachers will use Science Readers as well as the Nat Geo science magazines addressing the lab for the week.

Resource Type

Other

Resource

National Geographic Science Series

Funding Source

County Textbook Funds

Amount Needed

\$0

G4. Teachers will provide enrichment time built into their daily Language Arts block incorporating Science and Social Studies to challenge students with higher level reading text who have scored a Level 4-5 on the 2012-2013 Reading FCAT 2.0. Through this, stu

G4.B1 Lack of materials due to budget cuts

G4.B1.S1 Administration along with the Reading Coach and teachers will minimize issues with the lack of materials by scheduling Language Arts blocks staggered so grade levels can share materials amongst the teams.

Action Step 1

Teachers will have a schedule of times and will share materials according to the schedules that will effectivel work for each teacher.

Resource Type

Other

Resource

Resources from the Wonders series

Funding Source

County Material Budget

Amount Needed

\$0

G5. 80% of students will earn a Level 3 or higher on FCAT Math 2.0.

G5.B1 Students with the lack of basic math facts and common math terminology background.

G5.B1.S1 Teachers will have students do FastMath for basic math facts daily and basic math vocabulary will be taught in the Acaletics math club time built in to the teachers schedules. In addition, a schoolwide focus of math vocabulary will be emphasised on the morning show and the slide show to be shown in the cafeteria during lunch blocks.

Action Step 1

Ordering Acaletics materials and reviewing Math Club with teachers.

Resource Type

Evidence-Based Program

Resource

Acaletics Math Program(Quik Pic Books Only)

Funding Source

Title I

Amount Needed

\$10,400