



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Hopper Center  
612 NEWPORT AVE  
Altamonte Springs, FL 32701  
407-320-3950  
[http://www.scps.k12.fl.us/schools/  
schoolinfopage.cfm?schoolnumber=0281](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0281)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 75%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 63%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Hopper Center

##### Principal

Donna Weaver

##### School Advisory Council chair

Kim Ornberg

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

Name	Title
Donna Weaver	Principal
Paul Harshman	Assistant Principal
Betty Carter-Gilmartin	Guidance Counselor
Elliott Choi	School Psychologist
Jane Taricano	Math and Science Coach
Amber McKenna	Reading and Writing Coach
Colleen Gonzalez	Family Liason

#### District-Level Information

##### District

Seminole

##### Superintendent

Dr. Walt Griffin

##### Date of school board approval of SIP

11/11/2013

### 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

Donna Weaver - Principal  
 Kim Ornberg - Chairperson/Parent  
 Stephanie Beasley - Teacher  
 Jane Taricano - Teacher  
 Cynthia Campanellie - Teacher  
 Carmen Moorhouse - Teacher  
 Tonya Archie - Paraprofessional  
 Sandra Frutchey - Parent  
 Brian Giddens - Parent  
 Larissa Hardesty - Parent

Kelly Holley - Parent  
Shawnette Pankey - Parent  
Shana Windish - Parent

**Involvement of the SAC in the development of the SIP**

The SAC began it's involvement with the SIP during the previous school year. The SAC works with the principal and assistant principal to analyze FCAT data as well as other student performance data in order to determine priority needs and areas of focus. The SAC then collaborates with school administration to develop an action plan as part of the SIP to address specific needs.

**Activities of the SAC for the upcoming school year**

The SAC will meet once per month throughout the school year. At the SAC meetings members will have the opportunity to review the SIP as well as progress monitoring data that will indicate wether or not we are on track to meet the targets established in the plan. The SAC will also review and approve the budget and advise and support the principal in decision making.

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

Original Allocation (2013-2014) - \$20.00  
Carry Over (2012-2013) - \$81.38  
Total Income - \$101.38

\* All School Improvement funds will be used for positive behavior management student incentives.

**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:**

<b>Donna Weaver</b>		
Principal	Years as Administrator: 15	Years at Current School: 2
<b>Credentials</b>	1999 - University of Florida: Specialist Degree/Educational Leadership 1989 - Fayetteville State University: Master's Degree/Elementary Education 1979 - University of N. Carolina: Bachelor's Degree/Economics and Political Science FL DOE Certificate #686232: School Principal (all levels), Educational Leadership (all levels), Elementary Education (1-6), Primary Education (K-3)	
<b>Performance Record</b>	Above Expectations Effective SCPS Principal of the Year, 2012-2013	

<b>Paul Harshman</b>		
Asst Principal	Years as Administrator: 10	Years at Current School: 2
<b>Credentials</b>	1992 - Manatee Community College: Associate of Arts/General Studies 1997 - University of South Florida: Bachelor of Arts/Education 2003 - Nova Southeastern University: Master of Science/Educational Leadership FL DOE Certificate #788404: Educational Leadership (all levels), Emotionally Handicapped (K-12), Specific Learning Disabilities (K-12)	
<b>Performance Record</b>	* 6.5 years as a middle and high school comprehensive EBD teacher - All satisfactory/effective evaluations and recognized as Teacher of the Year in 2001. * 1 year as a middle school dean - satisfactory/effective evaluation. * 9 years as an assistant principal (8 years in comprehensive EBD) - All satisfactory/effective evaluations.	

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Jane Taricano</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 14
<b>Areas</b>	Mathematics, Science	
<b>Credentials</b>	Educational Leadership Certification (K-12) - Stetson University Master's of Education: Applied Psycholinguistics - Regis College Bachelor's of Arts: Elementary Education - Boston College ESOL Endorsed Clinical Educator's Certification Team Leader	
<b>Performance Record</b>	Highly Effective on all evaluations for the following positions: Math and Science Coach - 4 years, 5th grade classroom teacher - 9 years, 3rd grade classroom teacher - 2 years.	

<b>Amber McKenna</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelor's in Elementary Education - University of Central Florida ESOL Endorsed Team Leader	
<b>Performance Record</b>	Highly Effective on all evaluations for the following positions: 3rd grade teacher, 4th grade teacher, 5th grade teacher	

**Classroom Teachers**

<b># of classroom teachers</b>	4
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	4, 100%
<b># ESOL endorsed</b>	0, 0%
<b># reading endorsed</b>	0, 0%
<b># with advanced degrees</b>	3, 75%
<b># National Board Certified</b>	0, 0%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

1, 25%

**# with 6-14 years of experience**

1, 25%

**# with 15 or more years of experience**

2, 50%

**Education Paraprofessionals**

**# of paraprofessionals**

4

**# Highly Qualified**

4, 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**

Seminole County has a reputation for being an outstanding school district which naturally has an impact when it comes to attracting highly qualified teachers. One of the recruitment strategies is a partnership with local colleges and universities. We always welcome student interns and students needing observation hours. These college students always have positive experiences which translates to many of them seeking teaching positions upon graduation. The district also supports all new teachers with individual mentors and a variety of professional development opportunities.

**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**

Our school has a school-wide mentor who works with administration to coordinate mentoring activities on campus. The school-wide mentor was trained by the district new teacher facilitator and provides support and guidance to new teachers throughout the year. This includes regularly scheduled meetings and observations that support classroom management and instruction as well as review and clarification of school and district policies and procedures.

**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 has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes a continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

\* Administrators: Principal and Assistant Principal:

Administrators provide instructional leadership, a common vision, support, set expectations and ensure that the school-based team implements MTSS. The administrators conduct assessment of MTSS skills of school staff, guarantee implementation of intervention support and documentation, make certain there is adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

\* ELA Literacy and Math and Science Coaches:

Develops, leads, and evaluates school core content standards/programs and identifies/analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

\* ESE Lead Teachers:

ESE teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 supplemental instruction, and collaborate with other ESE and general education teachers.

\* Guidance Counselor and School Psychologist:

Provide quality services and expertise on program design and assessment and intervention with individual students.

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

The School Advisory Council and the MTSS Leadership Team meet on a monthly basis. They focus on the following activities: Review data and make adjustments as needed to the School Improvement Plan and action plan items; review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are deficient/meeting/exceeding benchmarks and determine professional development and resource needs. The problem solving model will be implemented through the MTSS Leadership Team.

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

\* EdInsight will be used to evaluate and summarize data for administrators and teachers and provide information on individual student progress using both formative and summative assessments.

\* Baseline Data: Discovery Education Assessments as well as curriculum based baseline assessments

and FCAT.

\* Progress Monitoring: Discovery Education Assessments, Successmaker, FCAT

\* Midyear Monitoring: Discovery Education Assessments

\* Comprehensive Assessment: FCAT

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

District leaders have taken the responsibility for designing and scheduling district and school-based training. However, school-based professional development is provided throughout the year. Professional Development sessions titled "MTSS: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/MTSS" and "MTSS: Challenges to Implementation Data-based Decision Making, and Supporting and Evaluating Interventions" will be provided to new teachers as a refresher in October.

**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:** Summer Program

**Minutes added to school year:** 4,960

Hopper Center offer an extended school year for all students that have a need for additional services. The extended school year provides additional instruction to students in skill deficient areas as well as behavioral support to prevent regression during the extended time off from school.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data is collected from DE progress monitoring probes, successmaker reports, Fast ForWord reports, and FCAT reports in order to determine student progress and areas for additional remediation.

**Who is responsible for monitoring implementation of this strategy?**

Assistant principal and teachers

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Donna Weaver	Principal
Paul Harshman	Assistant Principal
Betty Carter-Gilmartin	Guidance Counselor
Elliott Choi	School Psychologist

Name	Title
Jane Taricano	Math and Science Coach
Amber McKenna	Reading and Writing Coach
Marcyana Mead	Mentor/Lead Teacher

**How the school-based LLT functions**

The Literacy Team meets regularly to discuss and support implementation of reading, reading interventions, and the new Reading Street reading series. They also lead/facilitate professional development opportunities and participate in PLC's.

**Major initiatives of the LLT**

- \* Implementation of the new Reading Street series, interventions, and differentiated instruction.
- \* Promote the love of reading for all students, parents, and staff.
- \* To promote reading through the use of technology (Successmaker, Fast ForWord, Reading Street).
- \* To support and provide interventions for struggling students.
- \* To develop and implement incentives to promote reading.

**Every Teacher Contributes to Reading Instruction**

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

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. The emphasis on disciplinary knowledge paired with critical thinking skills allows the teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community to function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

**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**

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in select Title I schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Open House before school starts and kindergarten teachers are available for individual conferences.

## 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	32%	0%	No	39%
American Indian				
Asian				
Black/African American	17%	0%	No	25%
Hispanic				
White	36%	0%	No	42%
English language learners				
Students with disabilities	32%	0%	No	39%
Economically disadvantaged	32%	0%	No	39%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	10%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

### 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		<i>[data excluded for privacy reasons]</i>	10%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

### 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	33%	5%	No	40%
American Indian				
Asian				
Black/African American	17%	0%	No	25%
Hispanic				
White	42%	5%	No	48%
English language learners				
Students with disabilities	33%	5%	No	40%
Economically disadvantaged	33%	5%	No	40%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	15%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

**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		<i>[data excluded for privacy reasons]</i>	10%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	10%

**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 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	9	27%	17%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	6	100%	90%
Students who receive two or more behavior referrals	8	24%	14%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	18%	8%

**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**

Hopper is targeting parents to take a more active roll accessing the Skyward Portal to inquire about student data, grades, and progress.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents logged into Skyward Parent Portal an least once during the school year.	6	18%	28%



## Goals Summary

- G1.** All teachers will implement effective teaching instruction, behavioral intervention strategies, academic intervention strategies, and differentiated instruction aligned to standards for reading, math, and writing.

## Goals Detail

**G1.** All teachers will implement effective teaching instruction, behavioral intervention strategies, academic intervention strategies, and differentiated instruction aligned to standards for reading, math, and writing.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- Reading and Writing Coach, Math and Science Coach, Professional Development, Reading Street Series, Go Math Series Successmaker, Fast ForWord, Professional Learning Communities, Administrative/Leadership Team Support, Common Assessments

### Targeted Barriers to Achieving the Goal

- Lack of differentiated reading strategies, lack of differentiated math strategies, lack of academic and behavioral intervention strategies, lack of understanding of inter-rater reliability

## 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.** All teachers will implement effective teaching instruction, behavioral intervention strategies, academic intervention strategies, and differentiated instruction aligned to standards for reading, math, and writing.

**G1.B1** Lack of differentiated reading strategies, lack of differentiated math strategies, lack of academic and behavioral intervention strategies, lack of understanding of inter-rater reliability

**G1.B1.S1** Implement Differentiated Instruction Strategies. Implement Professional Development. Implement Professional Learning Communities.

### Action Step 1

Regularly scheduled Professional Development and Professional Learning Community collaboration will be conducted.

#### Person or Persons Responsible

Administration, Leadership Team, Teachers, Paraprofessionals

#### Target Dates or Schedule

Professional Development will occur on a monthly basis. Teachers have a common time daily for work in their Professional Learning Communities.

#### Evidence of Completion

Student progress monitoring data/growth reports, PD Learning Logs, PLC summaries

#### Facilitator:

Assistant Principal Leadership Team Member

#### Participants:

Teachers and Paraprofessionals

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

Classroom observations, collaborative meetings with teachers, creation of Professional Development schedule.

#### **Person or Persons Responsible**

Administration, Leadership Team

#### **Target Dates or Schedule**

Daily and weekly classroom observations.

#### **Evidence of Completion**

iObservation, Learning Logs, meeting summaries

### **Plan to Monitor Effectiveness of G1.B1.S1**

Progress monitoring assessments/growth reports, Behavioral progression data/summaries

#### **Person or Persons Responsible**

Administration, Leadership Team, Teachers

#### **Target Dates or Schedule**

Beginning of the year baseline assessments. Ongoing progress monitoring assessments throughout the year. Daily behavioral reports/summaries.

#### **Evidence of Completion**

Baseline assessment reports, progress monitoring growth reports, Successmaker reports, Fast ForWord reports, behavioral summaries and point sheets.

## 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

Hopper Center will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

## 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.** All teachers will implement effective teaching instruction, behavioral intervention strategies, academic intervention strategies, and differentiated instruction aligned to standards for reading, math, and writing.

**G1.B1** Lack of differentiated reading strategies, lack of differentiated math strategies, lack of academic and behavioral intervention strategies, lack of understanding of inter-rater reliability

**G1.B1.S1** Implement Differentiated Instruction Strategies. Implement Professional Development. Implement Professional Learning Communities.

### PD Opportunity 1

Regularly scheduled Professional Development and Professional Learning Community collaboration will be conducted.

#### Facilitator

Assistant Principal Leadership Team Member

#### Participants

Teachers and Paraprofessionals

#### Target Dates or Schedule

Professional Development will occur on a monthly basis. Teachers have a common time daily for work in their Professional Learning Communities.

#### Evidence of Completion

Student progress monitoring data/growth reports, PD Learning Logs, PLC summaries

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will implement effective teaching instruction, behavioral intervention strategies, academic intervention strategies, and differentiated instruction aligned to standards for reading, math, and writing.	\$6,139
Total		\$6,139

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Professional Development - These Professional Development opportunities will be done in conjunction with Lake Orienta Elementary School and will utilize common resources.	\$6,139	\$6,139
Total	\$6,139	\$6,139

### Budget Details

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

**G1.** All teachers will implement effective teaching instruction, behavioral intervention strategies, academic intervention strategies, and differentiated instruction aligned to standards for reading, math, and writing.

**G1.B1** Lack of differentiated reading strategies, lack of differentiated math strategies, lack of academic and behavioral intervention strategies, lack of understanding of inter-rater reliability

**G1.B1.S1** Implement Differentiated Instruction Strategies. Implement Professional Development. Implement Professional Learning Communities.

#### Action Step 1

Regularly scheduled Professional Development and Professional Learning Community collaboration will be conducted.

#### Resource Type

Professional Development

#### Resource

\* Outside training from Kagan - \$3,973 \* Substitutes to allow teachers to plan and work through the Reading Street materials - \$2,166

#### Funding Source

Professional Development - These Professional Development opportunities will be done in conjunction with Lake Orienta Elementary School and will utilize common resources.

#### Amount Needed

\$6,139