



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Acreage Pines Elementary School

14200 ORANGE BLVD

Loxahatchee, FL 33470

561-904-9500

www.edline.net/pages/acreage_pines_elementaryschool

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
51%

Alternative/ESE Center
No

Charter School
No

Minority Rate
42%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Acreage Pines Elementary School

Principal

Amy Dujon

School Advisory Council chair

Theresa Garrett

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

Name	Title
Laura Giarrusso	5th Grade Chair

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC is made up of Administration, Teachers, Parents, and Community Partners.

Involvement of the SAC in the development of the SIP

Members of SAC collaborate with academic leadership teams to assess school needs and targets. Together the team identified goals and brainstorm resource strategies.

Activities of the SAC for the upcoming school year

The SAC will meet monthly to discuss academic progress and needs. Members will participate in curriculum nights throughout the year.

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

At this time, with limited funds SAC is looking to utilize the remaining funds for tutorial interventions and preparation for FCAT.

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

The SAC chair is currently reaching out to parents and community partners that may be interested in serving as a member. Our top priority is to identify one of our African American parents to serve.

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:

Amy Dujon

Principal

Years as Administrator: 6

Years at Current School: 1

Credentials

Master of Science Degree in Educational Leadership
Bachelor of Arts Degree in Drama Education

Certifications:
School Principal (All Levels)
Educational Leadership K-12
Drama 6-12

Performance Record

2013-Present Acreage Pines Elementary School: "A" Rated
2011-2013 Area Office of Transformation
2007-2011 Plumosa School Of the Arts: School moved from a C to an A

Betty Reed

Asst Principal

Years as Administrator: 13

Years at Current School: 13

Credentials

Master of Education: Educational Leadership
Master of Education: Elementary Education
Bachelor of Science: Elementary Education

Certifications:
Elementary Education
Early Childhood
Educational Leadership
ESOL Endorsement

Performance Record

2000- Present: School-rated "A"

Classroom Teachers

of classroom teachers

36

receiving effective rating or higher

36, 100%

Highly Qualified Teachers

100%

certified in-field

34, 94%

ESOL endorsed

32, 89%

reading endorsed

1, 3%

with advanced degrees

6, 17%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

10, 28%

with 6-14 years of experience

16, 44%

with 15 or more years of experience

13, 36%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

0, 0%

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

1) Provide opportunities for Professional Development activities: School Leadership Team & PDD Team

- 2) Professional Learning Communities, Learning Team Meetings: School Leadership Team & PDD Team
- 3) Teacher Mentor Program
- 4) Coaching Cycle: Plan, Model, Observe, Reflect
- 5) School will attend district job fairs.

Teacher Mentoring Program/Plan

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

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

Acreage Pines Elementary School does not have any new teachers at this time.

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

Meetings are scheduled every Friday to review data and monitor student progress. The staff is broken into curriculum groups for Reading, Math, Writing, and Science. Each member is assigned to the team based on their expertise or grade level placement, which allows input from all grade levels. The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavior support

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

Guidance serves as the chair, prepares an agenda, and supplies students' cumulative folder with current data. ESE coordinator, School Psychologist, Speech & Language Pathologist, Classroom Teachers, and Principal are additional members who are able to contribute their expertise throughout the conversation as well as the development of interventions.

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

An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific area(s) of deficiencies and appropriate research based interventions to address these deficiencies. The team will insure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., Teacher, Inclusion Facilitator, Guidance Counselor, SAI) and report back on all data collected for further discussion at future meetings.

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

Baseline Data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Diagnostics

Palm Beach Performance Assessment
K-3 Literacy Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences
Midyear Data:
Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Assessment for Reading (DAR)
Palm Beach County Fall and Winter Diagnostics
Palm Beach Performance Assessment
Progress Monitoring and Reporting Network (PMRN)
K-3 Literacy Assessment System
End of Year Data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

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

Guidance will provide professional development for all staff and parents on the RTi process.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 12,960

After school tutorial programs are offered for intensive interventions in core content areas. Additionally, enrichment activities for proficient students are offered as an extension of the daily classroom instruction.

Strategy Purpose(s)

- Instruction in core academic subjects
- 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?

Pre and Post Tests, Reading Plus, Core K-12, and Think Central, and Diagnostic Reports

Who is responsible for monitoring implementation of this strategy?

Betty Reed, Assistant Principal
Amy Dujon, Principal

Literacy Leadership Team (LLT)

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

Name	Title
Amy Dujon	Principal
Bobbi Norwitch	Media Specialist
Katherine Dickey	Kindergarten Teacher
Kimberly Cariotti	1st Grade Teacher
Karen Williams	2nd Grade Teacher
Christie LaVigna	2nd Grade Teacher
Ana Lucia Nethercote	3rd Grade Teacher
Karen Azoy	4th Grade Teacher
Alice Hampson	5th Grade Teacher
Claire Sapienza	5th Grade Teacher

How the school-based LLT functions

LLT team meets monthly to review reading data, plan Professional Development Activities and reading initiatives.

Major initiatives of the LLT

Teachers effectively use differentiated instruction and all components of balanced literacy to meet the needs of individual students. Additional activities include push ins and pullout remediation, after school

tutoring, Reading Counts contests, Family Literacy Night, Books on iPods, Reading Plus, Book Clubs, attend monthly Cohort Training, and Core Six.

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

At Acreage Pines Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten with the Florida Assessments of Instruction in Reading (FAIR) in order to ascertain individual student and class needs.

The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing.

Data will be used to plan daily academic instruction for all students. Common Core Kindergarten standards will be taught through daily explicit instruction, modeling, guided practice, and independent practice of all academics.

Acreage Pines will hold a Kindergarten Round-up/Orientation for incoming Kindergarten students and parents during the spring semester.

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	72%	74%	Yes	75%
American Indian				
Asian				
Black/African American	53%	60%	Yes	58%
Hispanic	80%	78%	No	82%
White	71%	73%	Yes	74%
English language learners				
Students with disabilities	48%	56%	Yes	53%
Economically disadvantaged	63%	60%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	36%	42%
Students scoring at or above Achievement Level 4	79	38%	44%

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>		55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	161	77%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	25	76%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		24%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		31%

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	42	65%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	81%	Yes	77%
American Indian				
Asian				
Black/African American	68%	80%	Yes	72%
Hispanic	71%	83%	Yes	74%
White	78%	81%	Yes	80%
English language learners				
Students with disabilities	43%	64%	Yes	48%
Economically disadvantaged	65%	76%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	27%	35%
Students scoring at or above Achievement Level 4	113	54%	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		55%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	113	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	60%	65%

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	24	32%	37%
Students scoring at or above Achievement Level 4	21	28%	33%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		30
Participation in STEM-related experiences provided for students	250	65%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	7	1%	0%
Students retained, pursuant to s. 1008.25, F.S.	3	1%	0%
Students who are not proficient in reading by third grade	16	22%	15%
Students who receive two or more behavior referrals	3	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Multiple opportunities will be available for parents to get involved in school activities such as: classroom assistance daily, field days, family nights, concerts, science and art fairs, field trips, reading to students, assisting in our medical lab, participating in school beautification projects, fundraising, and special events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
By 2014, 80% of parents will be involved in one or more school activities.	176	41%	100%

Area 10: Additional Targets

Additional targets for the school

Acreage Pines Community Elementary School will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women’s Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)	36	100%	100%

Goals Summary

- G1.** By June 2014, the students will increase their learning gains by scoring at Level 3 on the Math and Reading FCAT2.0.
- G2.** By June 2014, students will increase their learning gains by scoring at Levels 4 and 5 on the Math and Reading FCAT2.0.
- G3.** By June 2014, the students will increase their learning gains by in Math and Reading on the FAA.
- G4.** By June 2014, the students will increase their learning gains by scoring at a Level 3.5 or above on the Writing FCAT2.0.
- G5.** By June, 2014, the students will increase their learning gains by scoring at Level 3 or above on the Science FCAT2.0.

Goals Detail

G1. By June 2014, the students will increase their learning gains by scoring at Level 3 on the Math and Reading FCAT2.0.

Targets Supported

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

Resources Available to Support the Goal

- Teachers
- Professional Development
- Learning Team Meetings
- After school tutoring

Targeted Barriers to Achieving the Goal

- Time constraints during the school day inhibits instruction.
- Blended Curriculum NGSSS (FCAT2.0) and Common Core

Plan to Monitor Progress Toward the Goal

Unit Assessments, Core K-12 Reports, Diagnostic Data, Think Central Reports, Reading Plus Reports

Person or Persons Responsible

Administration, Classroom Teachers, Tutors

Target Dates or Schedule:

weekly

Evidence of Completion:

Data Chats, Data Analysis, LTMs, FCAT2.0

G2. By June 2014, students will increase their learning gains by scoring at Levels 4 and 5 on the Math and Reading FCAT2.0.

Targets Supported

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

Resources Available to Support the Goal

- Teachers
- Professional Development
- Learning Team Meeting

Targeted Barriers to Achieving the Goal

- Opportunities for enrichment.
- Blended Curriculum NGSSS (FCAT2.0) and Common Core.

Plan to Monitor Progress Toward the Goal

Unit Assessments, Core K-12 Reports, Diagnostic Data, Think Central Reports

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule:

weekly

Evidence of Completion:

Data Chats, Data Analysis, LTMs, FCAT2.0

G3. By June 2014, the students will increase their learning gains by in Math and Reading on the FAA.

Targets Supported

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

Resources Available to Support the Goal

- Teachers
- Professional Development
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

- Students with Disabilities

Plan to Monitor Progress Toward the Goal

Teacher Observation, Assessments

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule:

weekly

Evidence of Completion:

Data Chats, Data Analysis, LTMs, FAA

G4. By June 2014, the students will increase their learning gains by scoring at a Level 3.5 or above on the Writing FCAT2.0.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers
- Professional Development
- Learning Team Meetings
- Tutoring

Targeted Barriers to Achieving the Goal

- Time constraints during the school day prevents ample direct instruction.
- Students do not understand the writing process and lack knowledge of writing structure.
- Writing terminology.

Plan to Monitor Progress Toward the Goal

Classroom Writing Prompts, Palm Beach Writes

Person or Persons Responsible

Administration, Classroom Teachers, Tutors

Target Dates or Schedule:

Weekly

Evidence of Completion:

Data Chats, Data Analysis, LTMs, FCAT2.0 Writes

G5. By June, 2014, the students will increase their learning gains by scoring at Level 3 or above on the Science FCAT2.0.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Teachers
- Professional Development
- Learning Team Meetings

Targeted Barriers to Achieving the Goal

- Students lack critical thinking and problem solving skills.
- Lack of hands-on activities.

Plan to Monitor Progress Toward the Goal

Unit Assessments, Think Central Reports, Diagnostic Data and FCAT2.0 Science

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Data Chats, Data Analysis, LTMs, FCAT2.0 Science

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By June 2014, the students will increase their learning gains by scoring at Level 3 on the Math and Reading FCAT2.0.

G1.B1 Time constraints during the school day inhibits instruction.

G1.B1.S1 After school tutoring.

Action Step 1

After school tutoring, small group direct instruction, Think Central, Reading Plus, student enrichment and reteach.

Person or Persons Responsible

Students

Target Dates or Schedule

after school

Evidence of Completion

FCAT2.0

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

Student progress.

Person or Persons Responsible

Administration, Classroom Teachers, tutors

Target Dates or Schedule

LTMs, Data Chats, Data Analysis

Evidence of Completion

FCAT2.0

Plan to Monitor Effectiveness of G1.B1.S1

Think Central Report, Reading Plus Report, and Unit Assessments

Person or Persons Responsible

Administration, Classroom Teachers, tutor

Target Dates or Schedule

twice weekly after school

Evidence of Completion

FCAT2.0

G1.B5 Blended Curriculum NGSSS (FCAT2.0) and Common Core

G1.B5.S1 Increase higher order questions, implement cooperative learning activities, group students in small groups to deepen understanding of content, utilize Think Central and Reading Plus to provide students with remediation or enrichment

Action Step 1

Differentiated Instruction

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FCAT2.0

Facilitator:

Professional Development Team and Administration

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Student Progress

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

LTM's, Data Chats, Data Analysis

Evidence of Completion

FCAT2.0, Core K-12, Think Central Reports, Reading Plus Reports

Plan to Monitor Effectiveness of G1.B5.S1

Lesson Plans, Observations, Walk-throughs

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Unit Assessments, Core K-12, and Think Central Reports, Reading Plus Reports, FCAT2.0

G2. By June 2014, students will increase their learning gains by scoring at Levels 4 and 5 on the Math and Reading FCAT2.0.

G2.B2 Opportunities for enrichment.

G2.B2.S1 Teachers will increase the number of enrichment activities and content specific activities.

Action Step 1

Differentiated instruction

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

FCAT2.0

Facilitator:

Professional Development Team and Administration

Participants:

All Teachers

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

Student progress

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

LTM., Data Chats, Data Analysis

Evidence of Completion

FCAT2.0, Core K-12, Think Central Reports

Plan to Monitor Effectiveness of G2.B2.S1

Lesson Plans, Observations, Walk-throughs

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Unit Assessments, Core K-12, and Think Central Reports, FCAT2.0

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B4 Blended Curriculum NGSSS (FCAT2.0) and Common Core.

G2.B4.S1 Increase higher order questions, implement cooperative learning activities, group students in small groups to deepen understanding of content, utilize Think Central and Reading Plus to provide students with remediation or enrichment.

Action Step 1

Differentiated instruction, Enrichment activities

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FCAT2.0

Facilitator:

Professional Development Team and Administration

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Student Progress

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

LTMs, Data Chats, Data Analysis

Evidence of Completion

FCAT2.0, Core K-12, Think Central Reports

Plan to Monitor Effectiveness of G2.B4.S1

Lesson Plans, Observations, Walk-throughs

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Unit Assessments, Core K-12, Think Central Reports, FCAT2.0

G3. By June 2014, the students will increase their learning gains by in Math and Reading on the FAA.

G3.B1 Students with Disabilities

G3.B1.S1 Small group instruction.

Action Step 1

Differentiated instruction

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FAA

Facilitator:

Professional Development Team and Administration

Participants:

All Teachers

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

Tracking individual student progress.

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

LTM, Data Chats, Data Analysis

Evidence of Completion

FAA, teacher observations, interim assessments

Plan to Monitor Effectiveness of G3.B1.S1

Lesson Plans, Observations, Walk-throughs, LTMs

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Teacher Observations, FAA

G4. By June 2014, the students will increase their learning gains by scoring at a Level 3.5 or above on the Writing FCAT2.0.

G4.B1 Time constraints during the school day prevents ample direct instruction.

G4.B1.S1 After school tutorial will be added to assist struggling writers.

Action Step 1

Tutorial

Person or Persons Responsible

4th grade writing teachers and students who are scoring 2 and 3 on Palm Beach Writes

Target Dates or Schedule

Afterschool

Evidence of Completion

Palm Beach Writes data

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

Palm Beach Writes scores and attendance

Person or Persons Responsible

Targeted 4th grade students

Target Dates or Schedule

Bi-weekly

Evidence of Completion

EDW reports

Plan to Monitor Effectiveness of G4.B1.S1

Learning Team Meetings

Person or Persons Responsible

4th grade writing teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Walk throughs, teacher data chats

G4.B2 Students do not understand the writing process and lack knowledge of writing structure.

G4.B2.S1 The revision and editing process will be explicitly taught.

Action Step 1

Small group direct instruction, use of writing prompts

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

During the designated writing block, cross curriculum, tutoring

Evidence of Completion

Palm Beach Writes and FCAT2.0 Writes

Facilitator:

Professional Development Team and Administration

Participants:

All Teachers

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

Student Progress

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

LTMs, Data Chats, Data Analysis

Evidence of Completion

Palm Beach Writes and FCAT2.0 Writies

Plan to Monitor Effectiveness of G4.B2.S1

Writing Prompts, Observations, Walk-throughs

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Palm Beach Writes and FCAT2.0 Writies

G4.B3 Writing terminology.

G4.B3.S1 Explicit instruction in the identification of key words to determine whether the prompt is expository, narrative, or persuasive.

Action Step 1

Small group direct instruction, Writing Prompts

Person or Persons Responsible

Students

Target Dates or Schedule

Designated Writing Block, Cross Curriculum Writing

Evidence of Completion

Palm Beach Writes and FCAT2.0 Writes

Facilitator:

Professional Development Team and Administration

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Student Progress

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

LTMs, Data Chats, Data Analysis

Evidence of Completion

Palm Beach Writes and FCAT2.0 Writes

Plan to Monitor Effectiveness of G4.B3.S1

Writing Prompts, Observations, Walk-throughs

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Palm Beach Writes and FCAT2.0 Writes

G5. By June, 2014, the students will increase their learning gains by scoring at Level 3 or above on the Science FCAT2.0.

G5.B2 Students lack critical thinking and problem solving skills.

G5.B2.S1 Increase higher order questions, implement cooperative learning activities, and group students in small groups to deepen the understanding of content

Action Step 1

Small group direct instruction, Think Central

Person or Persons Responsible

Students

Target Dates or Schedule

Designated Science Block

Evidence of Completion

Diagnostic Data and FCAT2.0 Science

Facilitator:

Professional Development Team and Administration

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Student Progress

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

LTM's, Data Chats, Data Analysis

Evidence of Completion

Diagnostic Data, FCAT2.0 Science, Think Central Reports

Plan to Monitor Effectiveness of G5.B2.S1

Lesson Plans, Observations, Walk-throughs

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Unit Assessments, Think Central Reports, Diagnostic Data and FCAT2.0 Science

G5.B5 Lack of hands-on activities.

G5.B5.S1 Increase number of Science labs.

Action Step 1

Small group direct instruction, Think Central, Hands-on Activities

Person or Persons Responsible

Students

Target Dates or Schedule

Designated Science Block

Evidence of Completion

FCAT2.0 Science

Plan to Monitor Fidelity of Implementation of G5.B5.S1

Student progress

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

LTM's, Data Chats, Data Analysis

Evidence of Completion

Think Central Reports, Diagnostic Data, FCAT2.0 Science

Plan to Monitor Effectiveness of G5.B5.S1

Lesson Plans, Observations, Walk-throughs

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Unit Assessments, Think Central Reports, Diagnostic Data, FCAT2.0 Science

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

Acreage Pines Community Elementary School integrates Single School Culture by incorporating our Foxes CARE Behavior for success, daily, by following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our Guidance and Gang Resistance Education and Training (G.R.E.A.T.) Programs, structured lessons, and implementation of SwPBS programs.

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. By June 2014, the students will increase their learning gains by scoring at Level 3 on the Math and Reading FCAT2.0.

G1.B5 Blended Curriculum NGSSS (FCAT2.0) and Common Core

G1.B5.S1 Increase higher order questions, implement cooperative learning activities, group students in small groups to deepen understanding of content, utilize Think Central and Reading Plus to provide students with remediation or enrichment

PD Opportunity 1

Differentiated Instruction

Facilitator

Professional Development Team and Administration

Participants

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FCAT2.0

G2. By June 2014, students will increase their learning gains by scoring at Levels 4 and 5 on the Math and Reading FCAT2.0.

G2.B2 Opportunities for enrichment.

G2.B2.S1 Teachers will increase the number of enrichment activities and content specific activities.

PD Opportunity 1

Differentiated instruction

Facilitator

Professional Development Team and Administration

Participants

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FCAT2.0

G2.B4 Blended Curriculum NGSSS (FCAT2.0) and Common Core.

G2.B4.S1 Increase higher order questions, implement cooperative learning activities, group students in small groups to deepen understanding of content, utilize Think Central and Reading Plus to provide students with remediation or enrichment.

PD Opportunity 1

Differentiated instruction, Enrichment activities

Facilitator

Professional Development Team and Administration

Participants

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FCAT2.0

G3. By June 2014, the students will increase their learning gains by in Math and Reading on the FAA.

G3.B1 Students with Disabilities

G3.B1.S1 Small group instruction.

PD Opportunity 1

Differentiated instruction

Facilitator

Professional Development Team and Administration

Participants

All Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FAA

G4. By June 2014, the students will increase their learning gains by scoring at a Level 3.5 or above on the Writing FCAT2.0.

G4.B2 Students do not understand the writing process and lack knowledge of writing structure.

G4.B2.S1 The revision and editing process will be explicitly taught.

PD Opportunity 1

Small group direct instruction, use of writing prompts

Facilitator

Professional Development Team and Administration

Participants

All Teachers

Target Dates or Schedule

During the designated writing block, cross curriculum, tutoring

Evidence of Completion

Palm Beach Writes and FCAT2.0 Writes

G4.B3 Writing terminology.

G4.B3.S1 Explicit instruction in the identification of key words to determine whether the prompt is expository, narrative, or persuasive.

PD Opportunity 1

Small group direct instruction, Writing Prompts

Facilitator

Professional Development Team and Administration

Participants

All Teachers

Target Dates or Schedule

Designated Writing Block, Cross Curriculum Writing

Evidence of Completion

Palm Beach Writes and FCAT2.0 Writes

G5. By June, 2014, the students will increase their learning gains by scoring at Level 3 or above on the Science FCAT2.0.

G5.B2 Students lack critical thinking and problem solving skills.

G5.B2.S1 Increase higher order questions, implement cooperative learning activities, and group students in small groups to deepen the understanding of content

PD Opportunity 1

Small group direct instruction, Think Central

Facilitator

Professional Development Team and Administration

Participants

All Teachers

Target Dates or Schedule

Designated Science Block

Evidence of Completion

Diagnostic Data and FCAT2.0 Science

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By June 2014, the students will increase their learning gains by scoring at Level 3 on the Math and Reading FCAT2.0.	\$1
G4.	By June 2014, the students will increase their learning gains by scoring at a Level 3.5 or above on the Writing FCAT2.0.	\$200
Total		\$201

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
School Advisory Council	\$1	\$1
School Advisory Council	\$200	\$200
Total	\$201	\$201

Budget Details

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

G1. By June 2014, the students will increase their learning gains by scoring at Level 3 on the Math and Reading FCAT2.0.

G1.B1 Time constraints during the school day inhibits instruction.

G1.B1.S1 After school tutoring.

Action Step 1

After school tutoring, small group direct instruction, Think Central, Reading Plus, student enrichment and reteach.

Resource Type

Personnel

Resource

After school tutoring

Funding Source

School Advisory Council

Amount Needed

\$1

G4. By June 2014, the students will increase their learning gains by scoring at a Level 3.5 or above on the Writing FCAT2.0.

G4.B3 Writing terminology.

G4.B3.S1 Explicit instruction in the identification of key words to determine whether the prompt is expository, narrative, or persuasive.

Action Step 1

Small group direct instruction, Writing Prompts

Resource Type

Personnel

Resource

After school tutoring.

Funding Source

School Advisory Council

Amount Needed

\$200