



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Pierce Hammock Elementary School**

14255 HAMLIN BLVD

Loxahatchee, FL 33470

561-633-4500

[www.edline.net/pages/pierce\\_hammock\\_elementary](http://www.edline.net/pages/pierce_hammock_elementary)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 45%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 44%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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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

Pierce Hammock Elementary

##### Principal

Dr. John Carvelli

##### School Advisory Council chair

Risa Suarez

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

Name	Title
John Carvelli	Principal
Christie Schwab	Assistant Principal
Risa Suarez	SAI Teacher/Fine Arts Dept Chair
Tracy Scott	Grade Chair Kindergarten
Laura Farnham	Grade Chair First Grade
Emily Evans	Grade Chair Second Grade
Kristen King	Grade Chair Third Grade
Susan Aspenwall	Grade Chair Fourth Grade
Carol DeLong	Grade Chair Fifth Grade
Beatriz Varnell	Grade Chair ESE
Meriann Meroney	Grade Chair ESE

#### 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 School Advisory Council is made up of a team of individuals from various segments of the community. The members consist of teachers, parents, principal, and business/community partners. The Council focuses on increasing student achievement, creates and reviews the School Improvement Plan, adopts the School Advisory bylaws, and approves School Improvement Funds to support School

Improvement Plan goals. The positions consist of Chair, Co-Chair, Principal, Secretary, and Historian. The Chair facilitates School Advisory Council meetings, notifies all members of upcoming meetings, informs members of relevant issues as they relate to school improvement activities, signs the School Improvement Plan, assists administration with the public presentation of the School Improvement Plan, and retains minutes of all School Advisory Council meetings. The Role of the Principal is to involve all stakeholders in the school improvement process, leads the development, revision, and successful implementation of the School Improvement Plan, keeps the council informed of relevant policies and activities of the school, district, and state. The Co-Chair shall act as an aide to the chairperson and preside in the absence of the chairperson. The Secretary shall keep minutes of the meetings and will keep them available to the public. They shall document activities, decisions, and attendance of the Council and its committees for accountability. The Historian shall document the past, present, and future progresses of the School Advisory and its committees. They shall maintain the minutes of previous year, and anecdotal records, and the School Advisory Council archives.

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

The role of the School Advisory Council in the School Improvement Plan is to develop and review the implementation of the School Improvement Plan. They enlist, promote, and support greater interaction between school and community. They provide input in matters concerning disbursement of school improvement funds, and other monies related to school improvement, and to ensure that such expenditures are consistent with the School Improvement Plan. They consult with peripheral constituency groups when making decisions concerning educational practices within the school and they consult with people or departments needed to support the School Improvement Plan.

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

School Advisory Council will be advised of all school academic results, school functions, use of staff, and will have the opportunity to give input as needed. School Advisory Council will hear individual requests for funding and vote as needed.

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

The following estimated use of school improvement funds; reading, math, writing, and science funding \$4300 for tutoring and resource materials.

**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**

Pierce Hammock is actively recruiting Education Support Employees by appealing to current staff. Once they have volunteered, an election will take place by his/her peers to appoint them as voting members of SAC. This should be completed by the next SAC meeting in November.

**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)





**# with advanced degrees**

15, 36%

**# National Board Certified**

2, 5%

**# first-year teachers**

0, 0%

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

6, 14%

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

20, 48%

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

16, 38%

**Education Paraprofessionals****# of paraprofessionals**

3

**# Highly Qualified**

0, 0%

**Teacher Recruitment and Retention Strategies**

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

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

Attempts are made to recruit teachers based on the needs of the schools and students. Certified teachers are hired and offered continuous professional development to grow professionally. School District Recruitment (Job Fair), student internships for university students, school district educator support program, professional learning teams, and hire highly-qualified teachers and paraprofessionals. The Principal and Assistant Principal are responsible.

**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**

We implement the district Educator Support Program (ESP) which is a formal program of support for newly hired educators. Types of support include a support team, professional development opportunities, observations, conferences, and written and oral feedback. Each new educator has a support team comprised of the ESP contact, the mentor, and the new teacher. Other mentors could include the principal, the assistant principal, a peer teacher, or a National Board Certified Teacher. Each ESP mentor has Clinical Education Training. The mentors support the new educator by completing informal observations and by providing feedback. They verify teacher competencies based on the new educator's demonstration of the Educator Accomplished Practices and maintain the ESP documents. They establish and share the culture and climate of the school and any "unwritten" rules and procedures. They establish a trusting and confidential relationship with the new educator as well.

## 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 uses a Multi-Tiered System of Supports (MTSS) as an evidence-based model. It uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The resources are based on student need and are based on research based resources and strategies. Students are first identified based on trends and patterns using school wide and grade level data. Students that are not meeting standards in the Tier-1 core academic instruction are referred to the SBT team. Tier I of delivery of instruction consists of the universal core reading program of a 90 minute uninterrupted literacy block and a 60 minute uninterrupted math block. Students who need instructional intervention beyond what is administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at II or III levels of intensity. Tier 2 is the targeted supplemental intervention and supports students in addition to and aligned with the core curriculum and instruction. Tier 3 is intensive individualized intervention and supports students receive in addition to and aligned with the core curriculum and instruction. During these tiers, teachers track student progress with a progress monitoring form. The data is collected at each tier, graphed, and used to monitor the effectiveness of the interventions and used to determine the efficacy of the supports .

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

The School-Based Leadership Team (SBT) consists of our ESE Contact, Assistant Principal, School Psychologist, Supplemental Academic Instructor, guidance counselor, ESE teachers and Speech-Language Pathologist and classroom teachers as needed. The function and responsibility of each school-based leadership team member as related to the school's MTSS and SIP is to meet as a team and discuss those students in the MTSS process. The team will use the Problem Solving Model\* to conduct all meetings and it is a shared decision making process. During these meetings, data is reviewed and compared to school districts progress monitoring chart and grade level expectations. The team identifies appropriate researched-evidence based interventions and select a tool for progress monitoring. Community agencies are utilized as needed. Responsibilities and duties during these meetings consist of: note taking, data review/discussed, mainframe updated, completion and signing of 2284 (A, B, C, & D).

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

The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Data will be monitored from resources such as EDW generated reports, Reading Running Records, AIMS Web. Diagnostics, Common Assessments, classroom performance assessments, and other progress monitoring tools. Each case will be assigned a case liaison to support the interventionist (e.g., classroom teacher, SAI teacher, guidance counselor, and ESE Contact and report back on all data collected for further discussion at future meetings. The school psychologist meets individually with each teacher to discuss the progress of each student (i.e. reviews progress monitoring form, graphs data, discusses fidelity of the intervention and data documentation).

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

Data is collected and maintained throughout the tier system at all levels. Teachers maintain a Progress Monitoring Log PBS Form 2318. This form is then submitted to the SBT team for review. The School Psychologist reviews and graphs the data. These graphs and this data is analyzed and used to monitor the effectiveness of the interventions and response to intervention.

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

In order for parents and staff to understand MTSS and build capacity in this data-based problem solving process, parents are called and updated by the case liaison and/or class teachers.. They are also informed via parent conferences, progress reports, curriculum night, newsletters, and invitations to attend CST meetings. Teachers are informed via faculty meetings, department meetings, grade level meetings, learning team meetings, school based team meetings, SWPBS meetings, and professional development training. On October 1, 2013 an in-service was provided to the faculty meeting to review how to accurately complete the SBT referral and Progress Monitoring Form (2318).

**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:** 10,800

The tutoring program identifies individual student needs based on diagnostic scores. Teachers are paid from SIP/SAC and other reserve sources. The after-care program is elective but serves 165 students. Homework assistance and enrichment activities build on classroom learning.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Data on student performance is pulled from EDW (Educational Data Warehouse) for students in the after-care program.

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

Kristen King

**Literacy Leadership Team (LLT)**

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

Name	Title
Risa Suarez	SAI Teacher and LLT Chair
Tracey Scott	Kindergarten Teacher
Tammy Schauers	First Grade Teacher

Name	Title
Tammy Gravante	Second Grade Teacher
Kristen King	Third Grade Teacher
Jane Neale	Fourth Grade Teacher
Natalie Garcia	Fifth Grade Teacher
Beatriz Varnell	ESE Teacher
Dr. John Carvelli	Principal
Christie Schwab	Assistant Principal

**How the school-based LLT functions**

The Literacy Leadership Team (LLT) is comprised of one reading teacher from each grade level, the SAI teacher, and an ESE teacher. The team is part of a district cohort team that meets monthly to assist and support reading teachers with the new reading program implementation. Teachers are given professional development time along with common planning time.

**Major initiatives of the LLT**

The major initiatives of the LLT team will be to attend all district cohort literacy meetings and share information with their peers. They will plan activities to increase student achievement, They will have input on PDD topics, participate in training for teachers, conduct training and support for teachers, and assist in the identification of students who require additional assistance. A school-wide Reading Counts, Media Nights, and Volunteer Reading Program from the Sam & Anne Klein Literacy Coalition will take place. Fine Arts will be support reading, math, and writing instruction throughout selected activities, A comprehensive PDD calendar related to Common Core Standards and the district roll-out.of the new literacy program.

**Every Teacher Contributes to Reading Instruction**

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

All classroom teachers implement a Reader's Workshop model during their reading instruction, which consists of a 90 minute uninterrupted literacy block. In addition, literacy based activities are implemented in all classrooms including fine arts. Reading resource room is available for all staff to check out materials. Social studies in infused into the reading block. All instructional staff is included in certain professional development regarding literacy and common core strategies. School-wide Reading Counts and Media Nights initiatives will be continued.

**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**

An annual Kindergarten round-up event is established to help review school expectations, procedures, and practices.

## 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	77%	71%	No	79%
American Indian				
Asian	90%	94%	Yes	91%
Black/African American	66%	53%	No	69%
Hispanic	70%	74%	Yes	73%
White	81%	72%	No	83%
English language learners	48%	55%	Yes	54%
Students with disabilities	57%	38%	No	61%
Economically disadvantaged	68%	58%	No	72%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	27%	30%
Students scoring at or above Achievement Level 4	142	43%	45%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	223	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	36	61%	63%

#### 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)	10	63%	66%
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>		25%
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>		35%

**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	92	86%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	63%	No	73%
American Indian				
Asian	80%	88%	Yes	82%
Black/African American	53%	57%	Yes	57%
Hispanic	68%	65%	No	72%
White	73%	62%	Yes	76%
English language learners	48%	27%	No	54%
Students with disabilities	49%	47%	No	54%
Economically disadvantaged	63%	51%	No	66%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	93	29%	33%
Students scoring at or above Achievement Level 4	113	35%	38%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	220	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	61%	64%

**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	35	30%	38%
Students scoring at or above Achievement Level 4	37	31%	40%

**Florida Alternate Assessment (FAA)**

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

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		4
Participation in STEM-related experiences provided for students	225	40%	42%

**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%	1%
Students retained, pursuant to s. 1008.25, F.S.	14	2%	2%
Students who are not proficient in reading by third grade	30	28%	24%
Students who receive two or more behavior referrals	11	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	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**

There are many opportunities for family involvement. Parents can attend and participate on SAC, assist with school events, both on and off campus, and be active members on the PTO. Parents volunteer in various capacities throughout the campus such as copying and preparing materials for instruction. Parent Curriculum Nights usually have 95 % attendance. Parents attend Media Nights, Book Fair Night, Family PTO Dinner Nights on campus and off campus, and Night of Sweet Success (Grades 3-5). On this event, students share assessment data and their goals with their parents, and parents are shown math and reading strategies on how to help your child at home.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Involvement	543	95%	97%

**Area 10: Additional Targets**

**Additional targets for the school**

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

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

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
K-5 teachers will infuse the content required by Florida Statute 1003.42 (2) and S.B. Policy 2.09	33	79%	100%



## Goals Summary

- G1.** To increase reading proficiency by 23 percentage points for Students with Disabilities (SWD).
- G2.** To ensure that 100 percent of content area teachers will make the conversion from Sunshine State Standards to Common Core Literacy Standards

## Goals Detail

**G1.** To increase reading proficiency by 23 percentage points for Students with Disabilities (SWD).

### Targets Supported

#### Resources Available to Support the Goal

- Tutorial program for target students
- SAI Instruction
- Individual Goal Setting
- SRA/Wilson Reading Program
- Triple i instruction with ESE , SAI, and Regular Education Teachers
- Leveled Literacy Intervention (LLI)

#### Targeted Barriers to Achieving the Goal

- Building and maintaining parental support

### Plan to Monitor Progress Toward the Goal

Interim meetings will be held and records of SBT meeting will be maintained.

#### Person or Persons Responsible

ESE Contact, ESE Teachers, SAI Teacher, Classroom Teachers, and SBT Team

#### Target Dates or Schedule:

On-Going

#### Evidence of Completion:

Meeting notes and minutes

**G2. To ensure that 100 percent of content area teachers will make the conversion from Sunshine State Standards to Common Core Literacy Standards**

**Targets Supported**

**Resources Available to Support the Goal**

- Monthly Training by Literacy Cohort Trainers on and off campus
- Classroom Library Resources
- Literacy Roll-Out Training
- Leveled Literacy Intervention Program
- Reading Resource Room
- Tutorial Program

**Targeted Barriers to Achieving the Goal**

- Teacher knowledge of Common Core

**Plan to Monitor Progress Toward the Goal**

Teacher Feedback on Literacy Changeover

**Person or Persons Responsible**

Administration/Cohort Literacy Trainer

**Target Dates or Schedule:**

May 2014

**Evidence of Completion:**

Lesson Plans and documentation of common core standards

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** To increase reading proficiency by 23 percentage points for Students with Disabilities (SWD).

**G1.B3** Building and maintaining parental support

**G1.B3.S1** Communicate via meeting, phone calls, email, and correspondences.

#### Action Step 1

Work to build productive parent relationships and provide parents access to educational resources and or community resources.

#### Person or Persons Responsible

ESE Contact ,SLP Teachers, and ESE Teachers

#### Target Dates or Schedule

On Going

#### Evidence of Completion

Documentation such as; phone logs, emails, signed parent notifications, and signed IEP's.

#### Plan to Monitor Fidelity of Implementation of G1.B3.S1

Logs will be kept for phone calls, conference notes, emails, and correspondences such as student agendas.

#### Person or Persons Responsible

ESE Contact, SLP Teachers, SAI Teacher, ESE Teachers, and classroom teachers.

#### Target Dates or Schedule

On-Going

#### Evidence of Completion

Logs, conference notes, emails, and correspondences, such as student agendas.

## Plan to Monitor Effectiveness of G1.B3.S1

End of year review with hope that 61% proficiency will be achieved.

### Person or Persons Responsible

Administration, ESE Contact, and ESE Teachers

### Target Dates or Schedule

June 2014

### Evidence of Completion

FCAT 2.0 (2013-2014)

**G2.** To ensure that 100 percent of content area teachers will make the conversion from Sunshine State Standards to Common Core Literacy Standards

## G2.B1 Teacher knowledge of Common Core

**G2.B1.S1** During Professional Development training days teachers will participate in "The Core Six Essential Strategies for Achieving Excellence" Book Study.

### Action Step 1

Teachers will participate in a book study - "The Core Six Essential Strategies for Achieving Excellence".

### Person or Persons Responsible

Common Core Leadership Team

### Target Dates or Schedule

PDD Training Days

### Evidence of Completion

PDD agendas, sign-in sheets, handouts, and documentation submitted for in-service points.

### Facilitator:

Common Core Committee/PD Team

### Participants:

All Instructional Staff

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

Monitor that teachers will make the conversion from Sunshine State Standards to Common Core Literacy Standards

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

Administration, PD Team, Common Core Committee

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

On-Going through PDD Training Days

#### **Evidence of Completion**

Lesson plans and documentation submitted for in-service points.

### **Plan to Monitor Effectiveness of G2.B1.S1**

Monitor that teachers are making the conversion from the Sunshine State Standards to Common Core Literacy Standards

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

Administration, PD Team, Common Core Committee

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

On-Going

#### **Evidence of Completion**

Documentation for in-service points, lesson plans

## Coordination and Integration

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

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

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SWPBS. We instill an appreciation for multicultural diversity through our anti-bullying program and character education. Multicultural Diversity is infused in the literacy curriculum in which students read authentic text with various multicultural content. Fifth Grade Safety Patrols attend annual trip to Washington DC, in which they visit the Martin Luther King Memorial.

Title X - Homeless students are registered in accordance with district policies. All policies related to ELL and ESE students are followed to create an optimal learning environment.

Supplemental Academic Instruction (SAI) - Provides immediate, intensive instruction (iii) in reading to targeted students.

Violence Prevention Programs - District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs - School Food Service

## 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.*

**G2.** To ensure that 100 percent of content area teachers will make the conversion from Sunshine State Standards to Common Core Literacy Standards

### **G2.B1** Teacher knowledge of Common Core

**G2.B1.S1** During Professional Development training days teachers will participate in "The Core Six Essential Strategies for Achieving Excellence" Book Study.

#### **PD Opportunity 1**

Teachers will participate in a book study - "The Core Six Essential Strategies for Achieving Excellence".

#### **Facilitator**

Common Core Committee/PD Team

#### **Participants**

All Instructional Staff

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

PDD Training Days

#### **Evidence of Completion**

PDD agendas, sign-in sheets, handouts, and documentation submitted for in-service points.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	To ensure that 100 percent of content area teachers will make the conversion from Sunshine State Standards to Common Core Literacy Standards	\$4,300
Total		\$4,300

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
School Improvement	\$4,300	\$4,300
Total	\$4,300	\$4,300

### Budget Details

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

**G2.** To ensure that 100 percent of content area teachers will make the conversion from Sunshine State Standards to Common Core Literacy Standards

**G2.B1** Teacher knowledge of Common Core

**G2.B1.S1** During Professional Development training days teachers will participate in "The Core Six Essential Strategies for Achieving Excellence" Book Study.

#### **Action Step 1**

Teachers will participate in a book study - "The Core Six Essential Strategies for Achieving Excellence".

**Resource Type**

Evidence-Based Materials

**Resource**

Tutorial Program and Materials

**Funding Source**

School Improvement

**Amount Needed**

\$4,300