

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Kate Sullivan Elementary School  
927 MICCOSUKEE RD  
Tallahassee, FL 32308  
850-487-1216

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 50%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 56%

### School Grades History

<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B	<b>2009-10</b> B
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### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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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

Kate Sullivan Elem. School

##### Principal

Pamela Stephens

##### School Advisory Council chair

LaTara Osborne-Lampkin

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

Name	Title
Amy Burch	ESE Team Leader
Barbara McHaffie	Kindergarten Team Leader
Leslie Ferguson	First Grade Team Leader
Julie Arasi	Second Grade Team Leader
Jan Gove	Third Grade Team Leader
Sherell Ash	Fourth Grade Team Leader
Elizabeth Penn	Fifth Grade Team Leader
Pamela Shovlain	Special Area Teacher

#### District-Level Information

##### District

Leon

##### Superintendent

Mr. Jackie Pons

##### 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

Pamela Stephens, Principal  
 Members: Jamie Steed (Co-Chair)  
 La'Tara Osborne-Lampkin (Co-Chair) Parent  
 Amy Hartman (Secretary) Parent  
 Jan Gove-Teacher  
 Leslie Ferguson  
 Karen Hatfield  
 Lisa Neihaus  
 Kirsten Olsen-Doolan- Parent

Janet Tashner- Parent  
Kate Kile- Community Partner  
Deanna Hamilton- Parent  
Emerson Thompson- Parent  
Wendy Bevan-Baker- Teacher  
Stacey Rutledge- Parent  
Gary White- Teacher  
Gale Whitehead- Teacher  
Kitty Draa- Parent  
Betsy Penn- Teacher  
Pam Shovelain- Teacher  
Wendy Barber- Community Partner  
Cindy Hensley- Non-Instructional

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

The School Improvement Committee reviewed the researched based strategies proposed by the School Improvement Committees to increase student achievement. The committee also reviewed the school's learning goals in reading, math, science, and STEM. In addition, SAC provided valuable feedback on the strategies and goals outlined in the School Improvement Plan.

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

SAC will assist in the preparation and evaluation of the School Improvement Plan. The School Advisory Committee also assist with the preparation of the annual budget and the usage of those funds to implement the SIP.

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

N/A

**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:**

**Pamela Stephens**

Principal

Years as Administrator: 13

Years at Current School: 31

**Credentials**

B.S. Elementary Education K-3  
 M.S. Early Childhood  
 Education Specialist-Reading  
 Educational Leadership Certification

**Performance Record**

2013- School Grade: B  
 Reading: 66%  
 Math: 62%  
 Learning Gains Reading: 67%  
 Learning Gains Math: 56%  
 Lowest 25th Percentile Reading: 68%  
 Lowest 25th Percentile Math: 48%  
 Writing: 53%  
 Science: 60%

2012- School Grade: A  
 Reading- 67%  
 Math- 63%  
 Learning Gains in Reading- 76%  
 Learning Gains in Math- 69%  
 Lowest 25th Percentile in Reading- 63%  
 Lowest 25th Percentile in Math- 61%  
 Writing- 83%  
 Science-49%

2011- School Grade: B  
 Reading- 79%  
 Math- 78%  
 Learning Gains in Reading- 64%  
 Learning Gains in Math- 56%  
 Lowest 25th Percentile in Reading- 55%  
 Lowest 25th Percentile in Math- 50%  
 Writing- 73%  
 Science-51%  
 AYP- Eighty-five percent did not make AYP in reading and math

2010- School Grade: B  
 Reading- 81%  
 Math- 75%  
 Learning Gains in Reading- 62%  
 Learning Gains in Math- 59%  
 Lowest 25th Percentile in Reading- 47%  
 Lowest 25th Percentile in Math- 54%  
 Writing- 67%  
 Science-52%  
 AYP- Eighty-five percent did not make AYP in Reading and Math

2009- School Grade: B  
 Reading- 80%  
 Math- 71%  
 Learning Gains in Reading- 65%  
 Learning Gains in Math- 49%

Lowest 25th Percentile in Reading- 60%  
 Lowest 25th Percentile in Math- 49%  
 Writing- 89%  
 Science-48%  
 2008- School Grade: A  
 Reading- 83%  
 Math- 77%  
 Learning Gains in Reading- 66%  
 Learning Gains in Math- 61%  
 Lowest 25th Percentile in Reading- 54%  
 Lowest 25th Percentile in Math- 55%  
 Writing- 77%  
 Science-52%  
 AYP-Ninety-five percent of Black and Economically Disadvantaged subgroup did not make AYP in Math  
 2007- School Grade: A  
 Reading- 87%  
 Math- 80%  
 Learning Gains in Reading- 72%  
 Learning Gains in Math- 62%  
 Lowest 25th Percentile in Reading- 62%  
 Lowest 25th Percentile in Math- 52%  
 Writing- 74%  
 Science-68%  
 AYP- Seventy-seven percent did not make AYP in Reading and Math

Sylvia Myers		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

**Credentials**  
 Masters in Educational Leadership  
 B.S. in Exceptional Student and Elementary Education  
 Certification in Educational Leadership K-12  
 ESOL Endorsement

**Performance Record**  
 School Grade: D  
 Bond Elementary  
 Reading Proficiency: 33%  
 Math Proficiency: 31%  
 Writing Proficiency: 47%  
 Science Proficiency: 15%  
 Percentage of Students w/Learning Gains in Reading: 62%  
 Percentage of Students w/Learning Gains in Math: 33%  
 Lowest 25th Percentile w/ Learning Gains in Reading: 66%  
 Lowest 25th Percentile w/Learning Gains in Math: 29%

**Instructional Coaches**

# of instructional coaches
1



**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Roberta Klawenski**

Part-time / District-based

Years as Coach: 3

Years at Current School: 2

**Areas**

Reading/Literacy

**Credentials**

B.S. Early Childhood  
Masters in Reading  
Reading Endorsed

**Performance Record**

2013- School Grade: B  
Reading: 66%  
Math: 62%  
Learning Gains Reading: 67%  
Learning Gains Math: 56%  
Lowest 25th Percentile Reading: 68%  
Lowest 25th Percentile Math: 48%  
Writing: 53%  
Science: 60%  
2012- A School Grade  
Reading- 67%  
Math- 63%  
Learning Gains in Reading- 76%  
Learning Gains in Math- 69%  
Lowest 25th Percentile in Reading- 63%  
Lowest 25th Percentile in Math- 61%  
Writing- 83%  
Science- 49%

**Classroom Teachers**

**# of classroom teachers**

56

**# receiving effective rating or higher**

44, 79%

**# Highly Qualified Teachers**

100%

**# certified in-field**

54, 96%

**# ESOL endorsed**

21, 38%

**# reading endorsed**

12, 21%

**# with advanced degrees**

21, 38%

**# National Board Certified**

8, 14%

**# first-year teachers**

2, 4%

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

19, 34%

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

17, 30%

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

18, 32%

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

15

**# Highly Qualified**

100, 667%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Administrative Team and Teacher Leaders will be responsible for the following recruitment and retainment strategies:

- A team of teachers will be involved in the interview process to hire new highly qualified teachers.
- Professional Learning Communities will meet to provide support new teachers.
- The district will host job fairs to recruit highly effective teachers.
- Professional development will be provided based on evaluations and observations.
- The administrative team will conduct classroom walk-throughs through iObservation and provide feedback to teachers.

Administrative Team and Mentor Teachers will be responsible for the following recruitment and retainment strategies:

- Beginning teacher will receive formal and informal evaluations within the first 60 days of employment. The data collected during the evaluation is used to identify strengths and areas of need.
- Beginning teachers are assigned highly effective mentors that meet with them regularly to provide positive support and assist areas of need.

**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 teacher mentoring program is an effective method that develops and retaining high quality classroom teachers. Both the mentor and the mentee benefit from relationships that encourage reflection on the practice of teaching. Our comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement.

The teacher mentoring activities include:

- Structured guidance and regular support
- Mentor teachers will help teachers to improve their practice of teaching and develop their instructional skills
- Observation and feedback to beginning teachers
- Observation of the mentor teacher by the mentee

Beginning Teacher- Crystal Bridges is paired with Lisa Neihaus, veteran 2nd grade teacher. Mrs. Neihaus will work along side Mrs. Bridges to ensure that she is supported in her growth and development as a teacher.

### **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 Multi-Tiered System of Supports is an evidenced-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. To ensure the effectiveness of core instruction, by identifying trends and patterns using school-wide and grade-level data. Resources are allocated in direct proportion to student needs. The MTSS is a continuum of integrated academic and behavior supports reflecting the needs for students to have fluid access to instruction and supports of varying intensity levels. Students who need interventions beyond what is administered to all students, supplemental interventions are delivered individually or in small groups at increasing levels of intensity. These levels are tiers. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made.

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

General Education Teacher- It is the teachers' responsibility to provide instruction and supplemental instruction based on the level of support (tiered instruction) needed by each individual student. The teacher is also responsible for collecting data at each tier and to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

Exceptional Student Education Teacher- It is the teachers' responsibility to provide instruction and supplemental instruction based on the level of support (Tier 3) needed by each individual student. The teacher is also responsible for collecting data at each tier and to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The Exceptional Student Education and regular education teacher will help in the development of the Individualized Educational Plans.

Administrators- To ensure that teachers have the resources needed to provide instruction and supplemental instruction based on the level of support (tiered instruction) needed by each individual

student. The administrator is also responsible monitoring the collecting of data at each tier that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The administrator also communicates with parents regarding the school-based problem solving process and plan.

School Psychologist- To assist with the steps that should be taken in the case that a student is not making adequate progress or responding to the interventions as expected. The school psychologist may conduct testing and classroom observations to determine if there is a cognitive or behavioral impact on how students respond to interventions. The school psychologist is also responsible monitoring the collecting and the analysis of data at each tier that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

Program Specialist- To assist with the steps that should be taken in the case that a student is not making adequate progress or responding to the interventions as expected. The program specialist may conduct testing and classroom observations to determine if there is a cognitive or behavioral impact on how students respond to interventions. The program specialist is also responsible monitoring the collecting of data at each tier that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The program specialist may also help in the development of the Individualized Educational Plans.

Social Worker- To assist with the steps that should be taken in the case that a student is not making adequate progress or responding to the interventions as expected. The social worker may collect information and conduct classroom observations to determine if there is a social impact on how students respond to interventions. The social worker is also responsible monitoring the collecting of data at each tier that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

Referral Coordinator- The referral coordinator is responsible for scheduling and proceeding over problem solving meetings. The referral coordinator collects and distributes forms necessary to facilitate interventions, response to interventions, testing permission and results, and the development of the Individual Education Plan.

Reading Coach- Provides guidance on the K-5 reading plan; facilitates and supports data collections activities, assist in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of tiered instruction and intervention plans.

Speech and Language Pathologist- Educates the team in the role language plays in curriculum, assessment, and intervention with individual student, as a basis for appropriate program design; assist in the selection of screening measures; and helps to identify systematic patterns of student needs with respect to speech and language skills.

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

The schools MTSS team uses the frequent data collection, observations, reflections, and meaningful feedback based on pre-determined Tier 1, 2, and 3 targets, social/emotional areas to be addressed, the clear expectations for instruction, the facilitated systematic approach to teaching (gradual release, text complexity, independent/guided instruction essential questions, activating strategies, teaching strategies, infusing Common Core Standards, intervention instruction) and aligned processes and procedures.

### **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 monitored monthly by data director, teachers (data collection notebooks, instructional team meetings, progress monitoring monitoring meetings), administrators (data collection/progress monitoring meetings), and during problem solving team meetings with all stakeholders in the MTSS process.

Baseline Data: Comprehensive assessment (FCAT 2.0), Go Math! Beginning of the Year test, Imagine-It

Benchmark assessments, STAR Reading, SuccessMaker IP (initial placement) levels, AIMS Web, Florida Kindergarten Readiness Screening (FLKRS), district science assessment  
 Progress Monitoring: Subject area assessments, Imagine It Benchmark Assessments, Writes Upon Request, Text Dependent Writing assessments, Discovery Education, STAR, SuccessMaker Reading and Math, Corrective, SRA Reading Labs, Reading Mastery, Early Interventions to Reading  
 Midyear: District math and science assessments, STAR Reading, SuccessMaker reading and math, AIMS Web, Imagine-It Benchmark assessments, Go Math! Big Idea 1 assessment  
 End of the Year: STAR Reading, AIMS Webs, district science assessment, Go Math! End of the Year assessment, Text Dependent Writing assessments, SuccessMaker, FCAT 2.0

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

The plan to support MTSS is as follows:

1. To successfully implement and sustain a multi-tiered system of student supports with fidelity in our school.
2. Accelerate and maximize student academic and social-emotional outcomes through the application of databased problem solving utilized by effective leadership at all levels of the educational system.
3. Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that assists all students.

### **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Pamela Stephens	Principal
Sylvia Myers	Assistant Principal/SuccessMaker Manager
Roberta Klawinski	Reading Coach
Alicia Collins	Media Specialist/STAR/AR Monitor
Barbara McHaffie	Kindergarten Team Leader
Kelly McHaffie	Kindergarten Teacher
Marlynn Murray	First Grade Teacher
Emily Avery	First Grade Teacher
Cody Green	Second Grade Teacher
Crystal Bridges	Second Grade Teacher
Jan Gove	Third Grade Team Leader
Leigh Ann Campbell	Third Grade Teacher
Deitrick Chipman	Fourth Grade Teacher
Gary White	Fifth Grade Teacher
Deborah Nesmith	ESE Teacher
Brenda Bennett	Speech/Language Pathologist
Toylene Railey	Referral Coordinator

#### **How the school-based LLT functions**

The Literacy Leadership team will meet six times a year. Our focus is on strengthening home-school connections, evaluating staffing needs and monitoring instructional practices. Additionally, we collect

student data and measure instructional materials/instruction and how it impacts student growth. The LLT will also monitor the SIP reading goals.

### **Major initiatives of the LLT**

**Celebrate Literacy Week-** Celebrate Literacy week will be a way to re-energize teachers, parents, staff, and students and get them reading! The week will be packed with activities that involve the community and stakeholder in featuring books, highlighting authors, sharing favorite book characters, and promoting school-wide reading with the Accelerate

**Implementing Common Core Strategies-** One of the goals of the LLT is to not only prepare students for high-stakes testing, but to build stronger readers. Professional development and instructional team meetings will be scheduled to assist teachers with planning reading tasks that encourage higher-order thinking processes that include text dependent questioning and text dependent writing. Teachers will be expected to provide opportunities for students to cite evidence and support their answers to reading questions through writing, Think-Pair-Share and Think-Pair-Write.

**Overseeing Intervention Programs/Progress Monitoring/Instructional Team Meetings-** The LLT team will work together to monitor the implementation of the intervention programs being used. The LLT will meet each nine weeks to disaggregate reading data and make instructional decisions based on the data determination. Ongoing professional development opportunities will also be based on student reading data.

**Curriculum Night-** Curriculum nights will be held to give parents information on the reading expectations and shifts. Parents will also be given an overview of the reading programs, interventions, and assessments. Providing this information to parents will help them to better understand what their students need to do to demonstrate that they can read at or above grade level and how they (the parents) can assist with increasing the student proficiency and the learning gains for students.

**Mentor Program-** Mentors will be provided to students who are recommended by teachers and/or administrators based on a student's behavior and academic history. Students who have mentors will have the opportunity to work with these volunteers on activities that support and build literacy.

**Reading Buddies-** Reading Buddies pairs intermediate readers with primary readers once a week. Classes match up and meet to read Accelerated Readers. Either the younger students reads to the older students or perhaps the older student will do the reading. This collaborative effort will assist students in grades K-2 to meet their AR goals and in some cases provides struggling readers in grades 3-5 with more opportunities to read aloud. In both cases, the purpose of Reading Buddies is to increase fluency and reading comprehension.

## **Every Teacher Contributes to Reading Instruction**

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

- 1) Teachers will provide clear learning goals accompanied by rubrics and scales to track student progress and celebrate success. Administration and reading coach will conduct observations and give feedback to teachers regarding learning goals and rubrics.
- 2) Teachers will participate in professional development opportunities that will effectively create a conducive learning environment in the following areas:
  - a. Differentiated instruction (small groups and individualized instruction)
  - b. Vocabulary instruction
  - c. Text Dependent Questioning and Writing
  - d. Intervention instruction (Corrective, EIR, Reading Mastery)
  - e. How to implement common core language arts instruction
- 3) Teachers will use instructional planning time to discuss reading planning, instruction, assessments,

and reflection on instruction. Team meeting notes will be recorded and sent to administration.

4) All teachers will attend progress monitoring meetings with administration and reading coach to utilize school-wide and classroom assessments in determining best teacher practices and how to positively impact student achievement.

5) Teachers will have scheduled small group instruction time during their reading block to provide intervention/enrichment opportunities. Administration and reading coach will conduct observations and give feedback to teachers regarding small group implementation.

6) K-3 teachers will provide 45-60 minutes of intervention/enrichment time in addition to the 90-minute reading block according to the school master schedule.

7) Teachers will utilize and monitor student reading achievement through district wide reading programs such as SuccessMaker and Reading Renaissance. Data reports will be monitored by administration, reading coach, media specialist, and the school SuccessMaker manager to ensure teacher and student participation.

8) Teachers will adhere to the SuccessMaker schedules and ensure that students receive a minimum of 60 minutes of reading sessions weekly. Additional time will be provided before or after school to students who need more time to reach proficiency goals. Data reports will be monitored by administration, reading coach, media specialist, and the school SuccessMaker manager to ensure teacher and student participation.

9) Students will be diagnosed utilizing intervention Materials and progress will be monitored by classroom and ESE teachers. The intervention diagnostic team will identify students and ensure that all targeted students are accessed.

10) Teachers will monitor students in the lowest quartile and adjust interventions and instruction as necessary to help students reach proficiency goals. Progress monitoring data will be reviewed by administration and the reading coach.

11) Teachers will incorporate text dependent questioning and writing techniques/assessment that increase the rigor of language arts instruction. Administration and reading coach will conduct observations and give feedback to teachers regarding the quality of text dependent questioning and writing. Progress monitoring will be used to monitor student achievement and the need to alter teacher instruction.

## 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

1) FLKRS- All incoming Kindergarteners are screened at the beginning of the year to determine their readiness for Kindergarten. (August 19-September 30th)

2) AIMS Web testing is used to progress monitor students who are struggling with grade level appropriate skills. (Year-round)

3) Students are assessed to determine if there is a need for intervention reading instruction and provided with additional reading support if deemed necessary. (August 19-September 3/As determined by student performance)

4) Students articulating from a Pre-K program into Kindergarten that are Developmentally Delayed are monitored or served by the Exceptional Student Education teacher until their birthday or time designated by the IEP. Determination for continued support is also determined during their Kindergarten year.

5) Orientation (August 16), Open House (September 9), and Curriculum night (TBA) are several opportunities for parents to be informed of the the school and classroom procedures and expectations.

6) Reading Buddies pair Kindergarten students and intermediate students together to practice reading skills through picture books (Accelerated Reading). (Year-Round)

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	66%	No	71%
American Indian				
Asian				
Black/African American	52%	52%	Yes	57%
Hispanic	55%	64%	Yes	60%
White	83%	78%	No	85%
English language learners				
Students with disabilities	49%	26%	No	54%
Economically disadvantaged	53%	53%	Yes	57%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	23%	23%
Students scoring at or above Achievement Level 4	156	44%	50%

#### Florida Alternate Assessment (FAA)

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

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	151	67%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	37	62%	68%



**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]		51%
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]		55%
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]		47%

**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	58	53%	65%
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	62%	62%	Yes	66%
American Indian				
Asian				
Black/African American	44%	43%	No	50%
Hispanic	48%	71%	Yes	54%
White	76%	78%	Yes	78%
English language learners				
Students with disabilities	42%	24%	No	48%
Economically disadvantaged	46%	45%	No	51%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	27%	28%
Students scoring at or above Achievement Level 4	130	36%	40%

**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			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	124	56%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	48%	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	34	28%	32%
Students scoring at or above Achievement Level 4	39	33%	36%

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

**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)	5		8
Participation in STEM-related experiences provided for students	840	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	27	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	2	2%	1%
Students who are not proficient in reading by third grade	45	34%	25%
Students who receive two or more behavior referrals	5	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	1%

## Goals Summary

- G1.** Forty percent of the students will score Level 4 or above on the 2014 FCAT Math test.
- G2.** Sixty-five percent of students in grades 3-5 will demonstrate learning gains on the 2013 FCAT Math test.
- G3.** Sixty-five students in the lowest 25th percentile will demonstrate learning gains according to the 2014 Math FCAT test.
- G4.** Sixty-five percent of students in the Black subgroup will demonstrate learning gains on the 2014 FCAT Math test.
- G5.** Eighty-five percent of students in the White subgroup will score a Level 3 or above on the 2014 FCAT Math test.
- G6.** Sixty-five percent of 4th graders will demonstrate proficiency according to the 2014 FCAT Writing assessment.
- G7.** Sixty-six percent of 5th grade students will score a Level 3 or above on the 2014 FCAT Science assessment.
- G8.** Seventy-four percent of the students will make learning gains on the 2013 FCAT Reading test.
- G9.** Forty-five percent of students taking the 2014 CELLA will demonstrate proficiency on the reading, writing and listening/speaking subtest.
- G10.** Sixty-eight percent of students in grades 3-5 will score a Level 3 or above on the 2014 FCAT Math test.
- G11.** Sixty-five percent of the students who are identified in the lowest 25th percentile on the 2013 FCAT Reading test will make learning gains.
- G12.** 100% percent of students taking the Florida Alternative Assessment will score a 7% or above in Reading.
- G13.** Eighty-five percent of white students and of 57% black students will demonstrate proficiency on the 2014 FCAT Reading.
- G14.** Seventy-three percent of the students will score Level 3 or above on the 2014 FCAT Reading test.
- G15.** Fifty percent of the students will score Level 4 or above on the 2014 FCAT Reading test.

## Goals Detail

**G1.** Forty percent of the students will score Level 4 or above on the 2014 FCAT Math test.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- Go Math! Enrichment Activities SuccessMaker STEM Club Professional Development

### Targeted Barriers to Achieving the Goal

- Students lack the ability to effectively use problem solving strategies.
- Teachers providing a variety of methods to differentiate instruction.
- Lack of time to collaborate among and between grade levels.
- Effectively utilizing progress-monitoring data to drive instruction.

### Plan to Monitor Progress Toward the Goal

Focused staff development, instructional, and administrative team meetings.

### Person or Persons Responsible

Administrators, team leaders, math SIP committee

### Target Dates or Schedule:

Monthly

### Evidence of Completion:

Lesson plans, classroom observations, and progress monitoring

**G2.** Sixty-five percent of students in grades 3-5 will demonstrate learning gains on the 2013 FCAT Math test.

### Targets Supported

- 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

- Go Math! Enrichment, Re-teach, and Remediation components

### Targeted Barriers to Achieving the Goal

- Lack of time to collaborate among and across the grade levels.
- Effectively utilizing progress monitoring data to drive instruction.
- Students lack background knowledge and critical thinking skills.

### Plan to Monitor Progress Toward the Goal

Allowed time for collaboration and professional development

**Person or Persons Responsible**

Administrators and team leaders

**Target Dates or Schedule:**

As deemed necessary based on teacher feedback

**Evidence of Completion:**

Notes from meetings

**G3.** Sixty-five students in the lowest 25th percentile will demonstrate learning gains according to the 2014 Math FCAT test.

**Targets Supported**

- 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**

- Go Math! Enrichment, Re-teach, and Remediation components

**Targeted Barriers to Achieving the Goal**

- Lack of time to collaborate among and across the grade levels.
- Effectively utilizing progress monitoring data to drive instruction.
- Students lack background knowledge and critical thinking skills.

### Plan to Monitor Progress Toward the Goal

Allowed time for collaboration and professional development

**Person or Persons Responsible**

Administrators and team leaders

**Target Dates or Schedule:**

As deemed necessary based on teacher feedback

**Evidence of Completion:**

Notes from meetings

**G4.** Sixty-five percent of students in the Black subgroup will demonstrate learning gains on the 2014 FCAT Math test.

**Targets Supported**

- 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**

- Go Math! Enrichment, Re-teach, and Remediation components

**Targeted Barriers to Achieving the Goal**

- Lack of time to collaborate among and across the grade levels.
- Effectively utilizing progress monitoring data to drive instruction.
- Students lack background knowledge and critical thinking skills.

**Plan to Monitor Progress Toward the Goal**

Allowed time for collaboration and professional development

**Person or Persons Responsible**

Administrators and team leaders

**Target Dates or Schedule:**

As deemed necessary based on teacher feedback

**Evidence of Completion:**

Notes from meetings

**G5.** Eighty-five percent of students in the White subgroup will score a Level 3 or above on the 2014 FCAT Math test.

**Targets Supported**

- 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**

- Go Math! Enrichment, Re-teach, and Remediation components

**Targeted Barriers to Achieving the Goal**

- Lack of time to collaborate among and across the grade levels.
- Effectively utilizing progress monitoring data to drive instruction.
- Students lack background knowledge and critical thinking skills.

## Plan to Monitor Progress Toward the Goal

Allowed time for collaboration and professional development

### Person or Persons Responsible

Administrators and team leaders

### Target Dates or Schedule:

As deemed necessary based on teacher feedback

### Evidence of Completion:

Notes from meetings

**G6.** Sixty-five percent of 4th graders will demonstrate proficiency according to the 2014 FCAT Writing assessment.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- Writing Curriculum provided by district
- Anchor sets from previous writing assessments
- Support from district Language Arts Curriculum Developer

### Targeted Barriers to Achieving the Goal

- Lack of a systematic writing curriculum.

## Plan to Monitor Progress Toward the Goal

### Person or Persons Responsible

### Target Dates or Schedule:

### Evidence of Completion:



**G7.** Sixty-six percent of 5th grade students will score a Level 3 or above on the 2014 FCAT Science assessment.

**Targets Supported**

- Science
- Science - Elementary School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Fusions Aims/Gems Scott-Foresman Science Lab

**Targeted Barriers to Achieving the Goal**

- Students lack the skills to examine their own reasoning or to determine the logic of information presented.
- Teachers do not utilize the district science focus calendars.
- Teachers do not infuse science across the curriculum.

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G8.** Seventy-four percent of the students will make learning gains on the 2013 FCAT Reading test.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Imagine-It Interventions and Enrichment SuccessMaker Renaissance Reading Program  
Corrective Reading Intervention Program SRA Reading Laboratory

**Targeted Barriers to Achieving the Goal**

- -Teachers not utilizing small group instruction school wide with rigor and relevance -Student data is not being used effectively to provide data driven instructional decision-making -Training is needed in disaggregating data and pulling effective groups

## Plan to Monitor Progress Toward the Goal

3.1 Grade levels will provide a uniformed time in which they will be providing small group instruction. Students in K-3 will have an additional 45-60 of intervention/enrichment time. 3.2 Student data is not utilized effectively to provide data driven instructional decision making 3.3 Provide teachers differentiated instruction in small groups and varying task complexity in lesson plans

### Person or Persons Responsible

3.1; 3.2; 3.3- Administrators, Teacher Leaders, and Reading Coach

### Target Dates or Schedule:

3.1- Classroom Observations, informal, and formal evaluations and Lesson Plan 3.2 - Lesson Plans, Progress Monitoring, and Classroom Observations, informal and formal evaluations 3.3- Monthly common assessments and iObservation

### Evidence of Completion:

3.1; 3.2; 3.3 - iObservation walk-throughs, informal, and formal evaluations according to the schedule 3.1; 3.2; 3.3- Lesson plans twice a year or during walk-throughs, informal, and formal evaluations 3.2- Ongoing progress monitoring and monthly administrative progress monitoring meetings 3.3- Ongoing progress monitoring to look at common assessment data

**G9.** Forty-five percent of students taking the 2014 CELLA will demonstrate proficiency on the reading, writing and listening/speaking subtest.

### Targets Supported

- Reading (CELLA)

### Resources Available to Support the Goal

- Imagine-It Interventions and Enrichment SuccessMaker Renaissance Reading Program  
Corrective Reading Intervention Program SRA Reading Laboratory

### Targeted Barriers to Achieving the Goal

- -Teachers not utilizing small group instruction school wide with rigor and relevance -Student data is not being used effectively to provide data driven instructional decision-making -Training is needed in disaggregating data and pulling effective groups

## Plan to Monitor Progress Toward the Goal

3.1 Grade levels will provide a uniformed time in which they will be providing small group instruction. Students in K-3 will have an additional 45-60 of intervention/enrichment time. 3.2 Student data is not utilized effectively to provide data driven instructional decision making 3.3 Provide teachers differentiated instruction in small groups and varying task complexity in lesson plans

### Person or Persons Responsible

3.1; 3.2; 3.3- Administrators, Teacher Leaders, and Reading Coach

### Target Dates or Schedule:

3.1- Classroom Observations, informal, and formal evaluations and Lesson Plan 3.2 - Lesson Plans, Progress Monitoring, and Classroom Observations, informal and formal evaluations 3.3- Monthly common assessments and iObservation

### Evidence of Completion:

3.1; 3.2; 3.3 - iObservation walk-throughs, informal, and formal evaluations according to the schedule 3.1; 3.2; 3.3- Lesson plans twice a year or during walk-throughs, informal, and formal evaluations 3.2- Ongoing progress monitoring and monthly administrative progress monitoring meetings 3.3- Ongoing progress monitoring to look at common assessment data

**G10.** Sixty-eight percent of students in grades 3-5 will score a Level 3 or above on the 2014 FCAT Math test.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, High School AMO's)

### Resources Available to Support the Goal

- Go Math! Think Central SuccessMaker

### Targeted Barriers to Achieving the Goal

- Utilizing technology to enhance instruction Students lack the ability to effectively use problem solving strategies Managing and pulling small groups Using scales and rubrics effectively to increase student achievement

## Plan to Monitor Progress Toward the Goal

Professional development for teachers to engage students in more complex task, providing hands-on and problem solving opportunities, and how to use technology to increase student achievement in math. Guiding teachers through the progress monitoring process. Showing them how to use data to drive instruction. Encouraging teachers to schedule in re-teaching opportunities while teaching new concepts.

### Person or Persons Responsible

Administrators and Teacher Leaders

### Target Dates or Schedule:

During iObservation walk-throughs, formal, and informal evaluations conducted based on a schedule. More times if needed. Monthly administrative progress monitoring and during instructional team meetings Bi-monthly administrative meetings with individual teachers to discuss class math progress

### Evidence of Completion:

iObservation evaluation data Progress Monitoring Data Lesson Plans

**G11.** Sixty-five percent of the students who are identified in the lowest 25th percentile on the 2013 FCAT Reading test will make learning gains.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Imagine-It Interventions Corrective SuccessMaker Renaissance Reading SRA Reading Laboratory

**Targeted Barriers to Achieving the Goal**

- -Students are not provided with extra time for interventions - Students in the lowest quartile are not motivated to read - Ineffective small group instruction

**Plan to Monitor Progress Toward the Goal**

Progress monitoring data on formative and summative assessments

**Person or Persons Responsible**

Administrators, reading coach, and teachers

**Target Dates or Schedule:**

After formative and summative assessments are administered

**Evidence of Completion:**

Data collection

**G12.** 100% percent of students taking the Florida Alternative Assessment will score a 7% or above in Reading.

**Targets Supported**

- Reading (FAA)

**Resources Available to Support the Goal**

- Imagine-It Interventions Corrective SuccessMaker Renaissance Reading SRA Reading Laboratory

**Targeted Barriers to Achieving the Goal**

- -Students are not provided with extra time for interventions - Students in the lowest quartile are not motivated to read - Ineffective small group instruction

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G13.** Eighty-five percent of white students and of 57% black students will demonstrate proficiency on the 2014 FCAT Reading.

**Targets Supported**

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

**Resources Available to Support the Goal**

- Corrective AIMS Web STAR SuccessMaker Renaissance Reading/Accelerated Readers

**Targeted Barriers to Achieving the Goal**

- -Students' needs aren't being met by interventions - Differentiating /maintaining the instructional needs of low-level/cusp students

**Plan to Monitor Progress Toward the Goal**

Observations

**Person or Persons Responsible**

Administrators and reading coach

**Target Dates or Schedule:**

According to observation schedule

**Evidence of Completion:**

Evaluation feedback

**G14.** Seventy-three percent of the students will score Level 3 or above on the 2014 FCAT Reading test.

**Targets Supported**

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

**Resources Available to Support the Goal**

- -Imagine It! (Whole Group, Small Group, and Assessments) -Complex text (passages, books, and excerpts) -SuccessMaker Reading -Junior Great Books

**Targeted Barriers to Achieving the Goal**

- -Consistant quality of instruction -Teachers are not providing differentiated learning opportunities with multi-level learners in small groups with fidelity - Learners lack real world vocabulary knowledge and daily practical learning experiences

## Plan to Monitor Progress Toward the Goal

1.1 Teachers will provide clear learning goals and rubrics, track student progress and celebrate success 1.2 Teachers will be provided with professional development on how to effectively creating a learning environment conducive to providing differentiated instruction (whole group, small group, and individualized instruction) 1.3 Resources and professional development to provide intensive vocabulary instruction using Vocabulary Kits and SRA Reading Labs to support exposure to new terms and high complexity questions

### Person or Persons Responsible

1.1 Principal/Assistant Principal 1.2; 1.3 Administrators, Teacher Leaders and Reading Coach

### Target Dates or Schedule:

1.1 During walk-throughs, informal, and informal observations According to the iObservation schedule, more often for new teachers and teachers who need additional support 1.2 Administrators will monitor the implementation of this instructional strategy utilizing iObservation, progress monitoring data, and lesson plans 1.3 Administrators will monitor the implementation of this instructional strategy utilizing iObservation, progress monitoring data, evidence of high complexity level questions accompanied by demonstrating knowledge using evidence, and lesson plans

### Evidence of Completion:

1.1 iObservation feedback and evaluation scores 1.2; 1.3 iObservation feedback, progress monitoring data, and lesson plans

**G15.** Fifty percent of the students will score Level 4 or above on the 2014 FCAT Reading test.

### Targets Supported

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

### Resources Available to Support the Goal

- -Imagine It! -Imagine It! E-quirey -Junior Great Books -SuccessMaker -Renaissance Reading Program

### Targeted Barriers to Achieving the Goal

- -Enrichment materials and opportunities for students throughout the grade levels are insufficient
- -Instruction rigor throughout grade levels

## Plan to Monitor Progress Toward the Goal

2.1 Teachers will provide students with enrichment opportunities within the school day. 2.2 Teachers, administrators, and reading coach will develop an instructional focus calendar that extends the curriculum by adding a 6th day to reading instruction, Junior Great Books, and common assessments.

### Person or Persons Responsible

2.1 Administrators, Teacher Leaders, and Reading Coach 2.2 Administrators, Reading Coach, Literacy Team, Teachers

### Target Dates or Schedule:

2.1 Lesson Plans, Classroom walk-throughs, informal, and formal observations 2.2 Common assessments, progress monitoring data

### Evidence of Completion:

2.1 Lesson plans and iObervation feedback and scores 2.2 Progress monitoring notebooks and common assessment administration and data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Forty percent of the students will score Level 4 or above on the 2014 FCAT Math test.

**G1.B1** Students lack the ability to effectively use problem solving strategies.

**G1.B1.S1** Focused staff development meetings, instructional team meetings, and administrative team meetings.

#### **Action Step 1**

Expectations of running instructional team meetings

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

Administration

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

During pre-planning week and during team leader meetings

##### **Evidence of Completion**

Team meeting notes

#### **Action Step 2**

Focused staff development meetings

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

Administrators and SIP committee

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

September- Think Central Technology Use to Develop Prescriptive Courses  
 October- How to Use SuccessMaker to Enhance Math Instruction  
 November- How to Provide Enrichment for Students with a High Math Aptitude  
 January- To be determined based on progress monitoring  
 January to May- Book study

##### **Evidence of Completion**

Classroom observations and progress monitoring

##### **Facilitator:**

Andrea Goddard Jonathan Hamilton Teacher Leaders

##### **Participants:**

All classroom teachers

### **Action Step 3**

Administrative Team Meetings

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

Administrators and grade level teams

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

Bi-monthly

#### **Evidence of Completion**

Progress Monitoring

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

Walk-throughs, informal and formal observations, and lesson plans

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

Administrators

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

According to the iObservation evaluation schedule

#### **Evidence of Completion**

iObservation evaluation documentation

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

Progress monitoring

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

Administrators, grade level teams, and SIP committees

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

Weekly, Monthly

#### **Evidence of Completion**

Summative and formative assessments



**G1.B1.S2** Infuse Common Core standards with the Next Generation Sunshine State Standards.

**Action Step 1**

Demonstrations and observations

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom observations and lesson plans

**Action Step 2**

Lesson Plan Reviews

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Quarterly and randomly during walk-throughs and observations

**Evidence of Completion**

Lesson Plan review forms and iObservation documentation

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## Plan to Monitor Effectiveness of G1.B1.S2

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

## G1.B1.S3 Implementation and usage of rubrics accompanied by learning goals.

### Action Step 1

Professional development

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

Agenda

**Facilitator:**

Teacher Leader

**Participants:**

All students

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

Walk-throughs, informal and formal observations

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

Administrators

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

According to iObservation evaluation schedule and as deemed necessary by administration

#### **Evidence of Completion**

iObservation evaluation documentation

### **Plan to Monitor Effectiveness of G1.B1.S3**

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

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

#### **Evidence of Completion**

**G1.B2** Teachers providing a variety of methods to differentiate instruction.

**G1.B2.S1** Professional development that focuses on teaching math to students with different math needs.

**Action Step 1**

Professional Development

**Person or Persons Responsible**

Administrator and SIP committees

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agendas and sign-in

**Facilitator:**

Teacher Leaders District Math Developer

**Participants:**

All teacher

**Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Agendas

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Check-off and sign-in sheets

## Plan to Monitor Effectiveness of G1.B2.S1

Walk-throughs, formal and informal observations and lesson plans

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

According to the observation schedules and has needed

### Evidence of Completion

Evaluation feedback

**G2.** Sixty-five percent of students in grades 3-5 will demonstrate learning gains on the 2013 FCAT Math test.

**G2.B1** Lack of time to collaborate among and across the grade levels.

**G2.B1.S1** Focused staff development meetings that encourage collaboration among and across the grade levels.

### Action Step 1

Collaboration opportunities

### Person or Persons Responsible

Administrators and teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Agendas

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

Agendas and sign-in sheets

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Monthly

### Evidence of Completion

Agendas and sign-in sheets

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

Progress monitoring data

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Data collected from summative and formative data

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

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G2.B2.S1

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G3.** Sixty-five students in the lowest 25th percentile will demonstrate learning gains according to the 2014 Math FCAT test.

**G3.B1** Lack of time to collaborate among and across the grade levels.

**G3.B1.S1** Focused staff development meetings that encourage collaboration among and across the grade levels.

**Action Step 1**

Staff Development Meetings

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and sign-in sheets

**Facilitator:**

Teacher Leaders District Math Developers District SuccessMaker Specialist

**Participants:**

All teachers

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

Classroom walk-throughs, informal and formal observations, and lesson plans

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

According to the observation and lesson plan review schedule or as needed

**Evidence of Completion**

Evaluation feedback and lesson plan review forms

### Plan to Monitor Effectiveness of G3.B1.S1

Progress monitoring of summative and formative assessments

**Person or Persons Responsible**

Administrators, team leaders, and teachers

**Target Dates or Schedule**

Weekly, monthly, and quarterly

**Evidence of Completion**

Students demonstrate satisfactory progress on summative and formative assessments

### G3.B2 Effectively utilizing progress monitoring data to drive instruction.

**G3.B2.S1** Monthly progress monitoring meetings to determine if instruction is improving student achievement of students in the lowest quartile.

**Action Step 1**

Progress monitoring meetings

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly or as deemed necessary

**Evidence of Completion**

Data compiled in notebooks

**Facilitator:**

Administrators

**Participants:**

All teachers



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

Progress Monitoring Notebooks

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly or as deemed necessary

**Evidence of Completion**

Data compiled in notebooks, agendas

### Plan to Monitor Effectiveness of G3.B2.S1

Data that records students response to instruction

**Person or Persons Responsible**

Administrators, teachers

**Target Dates or Schedule**

After administering summative and formative assessments

**Evidence of Completion**

Data compiled in notebooks, summative assessment data

**G3.B3** Students lack background knowledge and critical thinking skills.

**G3.B3.S1** Provide students with real-world and concrete examples to help conceptualize and solve complex math problems.

**Action Step 1**

Classroom walk-throughs, informal and formal observations, and lesson plans

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

According to the observation and lesson plan evaluation schedule

**Evidence of Completion**

Evaluation feedback

**Facilitator:**

Teacher Leaders District Math Curriculum Developer

**Participants:**

All teachers

**Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Evaluations

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

According to the observation or lesson plan collection schedule or as deemed necessary

**Evidence of Completion**

Evaluation feedback

## Plan to Monitor Effectiveness of G3.B3.S1

Progress monitoring data on formative and summative assessments

### Person or Persons Responsible

Administrators and teachers

### Target Dates or Schedule

After administration of formative and summative assessments

### Evidence of Completion

Summative assessment data collection

**G4.** Sixty-five percent of students in the Black subgroup will demonstrate learning gains on the 2014 FCAT Math test.

**G4.B1** Lack of time to collaborate among and across the grade levels.

**G4.B1.S1** Focused staff development meetings that encourage collaboration among and across the grade levels.

### Action Step 1

Staff development

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Agendas and sign-in sheets

#### Facilitator:

Teacher Leaders District Math Curriculum Developer

#### Participants:

All teachers

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

Agendas and sign-in sheets

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and sign-in sheets

### Plan to Monitor Effectiveness of G4.B1.S1

Results of formative and summative assessments

**Person or Persons Responsible**

Administrators and teachers

**Target Dates or Schedule**

After administration for formative and summative assessments

**Evidence of Completion**

Summative assessment results

### G4.B3 Students lack background knowledge and critical thinking skills.

#### G4.B3.S1 Use progress monitoring to track students response to classroom instruction.

**Action Step 1**

Students will be provided with opportunities during classroom instruction to answer questions with guided support on items that require background knowledge and critical thinking.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

During walk-throughs, informal and formal observations

**Evidence of Completion**

Evaluation feedback

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

Walk-throughs, informal, and formal observations

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

According to evaluation schedule

**Evidence of Completion**

Evaluation feedback

### **Plan to Monitor Effectiveness of G4.B3.S1**

Progress monitoring data

**Person or Persons Responsible**

Administrators and teachers

**Target Dates or Schedule**

After administering formative and summative assessments

**Evidence of Completion**

Data results

**G5.** Eighty-five percent of students in the White subgroup will score a Level 3 or above on the 2014 FCAT Math test.

**G5.B1** Lack of time to collaborate among and across the grade levels.

**G5.B1.S1** Focused staff development meetings that encourage collaboration among and across the grade levels.

**Action Step 1**

Staff development

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and sign-in sheets

**Facilitator:**

Teacher Leaders District Math Curriculum Developer

**Participants:**

All teachers

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

Agendas and sign-in sheets

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Sign-in sheets

## Plan to Monitor Effectiveness of G5.B1.S1

Classroom observations

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

According to the observation schedule or as needed

### Evidence of Completion

Evaluation feedback

## G5.B2 Effectively utilizing progress monitoring data to drive instruction.

**G5.B2.S1** Teachers will participate in instructional team, administrative and progress monitoring meetings to utilize data to reflect the teaching and learning process.

### Action Step 1

Progress monitoring meetings

#### Person or Persons Responsible

Administrators and team leaders

#### Target Dates or Schedule

Weekly, monthly, and as deemed necessary

#### Evidence of Completion

Agendas and team meeting notes

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

Agendas and team meeting notes

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

Weekly, monthly, or a deemed necessary

### Evidence of Completion

Data collection

## Plan to Monitor Effectiveness of G5.B2.S1

Progress monitoring data

### Person or Persons Responsible

Administrators and teachers

### Target Dates or Schedule

After formative and summative assessments are administered and scored

### Evidence of Completion

Data collection

## G5.B3 Students lack background knowledge and critical thinking skills.

**G5.B3.S1** Afford students with opportunities to answer questions, with guided support, that requires background knowledge and critical thinking skills.

### Action Step 1

Teachers will provide critical thinking opportunities for students daily.

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

During walk-throughs, formal, and informal observations and with lesson plans

### Evidence of Completion

Evaluation feedback

## Plan to Monitor Fidelity of Implementation of G5.B3.S1

Lesson plans, evaluation feedback

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

According to the evaluation schedule

### Evidence of Completion

Evaluation and lesson plan feedback



## Plan to Monitor Effectiveness of G5.B3.S1

Progress monitoring data

### Person or Persons Responsible

Administrators and teachers

### Target Dates or Schedule

After formative and summative assessments are administered

### Evidence of Completion

Data collected

**G6.** Sixty-five percent of 4th graders will demonstrate proficiency according to the 2014 FCAT Writing assessment.

**G6.B1** Lack of a systematic writing curriculum.

**G6.B1.S1** Teachers will be provided professional development on how to implement a systematic writing curriculum with students.

### Action Step 1

Systematic curriculum

#### Person or Persons Responsible

Administrator

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Progress Monitoring Data

#### Facilitator:

District Language Arts Curriculum Developer

#### Participants:

Fourth Grade Teachers

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

Lesson plans and observations

### **Person or Persons Responsible**

Administrators

### **Target Dates or Schedule**

According to evaluation schedule

### **Evidence of Completion**

Evaluation feedback

## Plan to Monitor Effectiveness of G6.B1.S1

Progress Monitoring

### **Person or Persons Responsible**

Administrators and teachers

### **Target Dates or Schedule**

After formative and summative writing assessments

### **Evidence of Completion**

Data collected

**G7.** Sixty-six percent of 5th grade students will score a Level 3 or above on the 2014 FCAT Science assessment.

**G7.B1** Students lack the skills to examine their own reasoning or to determine the logic of information presented.

**G7.B1.S1** Students will be given tasks that require them to generate hypothesis and examine reason and logic in interpreting science content.

**Action Step 1**

Professional development

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

4 times per year

**Evidence of Completion**

Agendas and sign-in sheets

**Facilitator:**

Teacher Leaders

**Participants:**

All teachers

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

Observations and lesson plans

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

According to the evaluation schedule

**Evidence of Completion**

Evaluation feedback

## Plan to Monitor Effectiveness of G7.B1.S1

Data

### Person or Persons Responsible

Administrators and teachers

### Target Dates or Schedule

After formative and summative assessments are administered

### Evidence of Completion

Data collected

**G7.B1.S2** Professional development will be provided to help teachers integrate science across the curriculum.

### Action Step 1

Higher order thinking activities provided to students during instruction

#### Person or Persons Responsible

Administrators and teachers

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Lesson plan

## Plan to Monitor Fidelity of Implementation of G7.B1.S2

Observations and lesson plans

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

According to evaluation schedule

### Evidence of Completion

Evaluation feedback

### Plan to Monitor Effectiveness of G7.B1.S2

Data

**Person or Persons Responsible**

Administrators and teachers

**Target Dates or Schedule**

After formative and summative assessments are administered

**Evidence of Completion**

Data collected

### Plan to Monitor Fidelity of Implementation of G7.B1.S3

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

### Plan to Monitor Effectiveness of G7.B1.S3

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G8.** Seventy-four percent of the students will make learning gains on the 2013 FCAT Reading test.

**G8.B1** -Teachers not utilizing small group instruction school wide with rigor and relevance -Student data is not being used effectively to provide data driven instructional decision-making -Training is needed in disaggregating data and pulling effective groups

**G8.B1.S1** Teachers must create a class schedule that allows for the extra small group instruction time for Tier 2 and Tier 3 students.

**Action Step 1**

Master schedule will be created to provide a framework for individual class schedules, taking into account time for small group instruction.

**Person or Persons Responsible**

Administrators, Reading Coach, and team leaders

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Individual class schedules provided to administration.

**Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Walk-throughs, informal and formal observations and lesson plans

**Person or Persons Responsible**

Administrators and reading coach

**Target Dates or Schedule**

According to iObservation scheduled or as frequently as deemed necessary by administration or the reading coach.

**Evidence of Completion**

iObservation evaluation documentation

## Plan to Monitor Effectiveness of G8.B1.S1

AIMs Web, SuccessMaker, and STAR

### Person or Persons Responsible

Administrators, Reading Coach, and classroom teachers

### Target Dates or Schedule

According to assessment schedule

### Evidence of Completion

AIMs Web, SuccessMaker, and STAR data

**G8.B1.S2** Students will receive additional remediation using researched-based interventions in small groups.

### Action Step 1

Testing will be conducted at the beginning of the school year to determine if students have a need for reading interventions.

### Person or Persons Responsible

Reading coach, administrators, and teachers

### Target Dates or Schedule

August-September 2013, December 2013

### Evidence of Completion

Research-based intervention results

## Action Step 2

Small groups will be assigned to grade level teachers, ESE teachers, and paraprofessionals according to student needs.

### Person or Persons Responsible

Reading coach, administrators, and teachers

### Target Dates or Schedule

September 2013/December 2013

### Evidence of Completion

Classroom schedules, lesson plans, and progress monitoring tracking

### Facilitator:

Roberta Klawinski

### Participants:

All teachers and staff who have not been previously trained in using intervention materials.

## Plan to Monitor Fidelity of Implementation of G8.B1.S2

Classroom walk-throughs and informal observations

### Person or Persons Responsible

Administrators and reading coach

### Target Dates or Schedule

According to iObservation schedule or as deemed necessary by administration

### Evidence of Completion

Progress monitoring tracking, lesson plans, and observation results

## Plan to Monitor Effectiveness of G8.B1.S2

AIMs Web, SuccessMaker, and STAR data

### Person or Persons Responsible

Administrators, reading coach, classroom teachers, and ESE teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Summative and formative assessment results



**G8.B1.S3** Teachers will use formative and summative data to drive instruction.

**Action Step 1**

Observation and lesson plan evaluations

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

According to the evaluation schedule

**Evidence of Completion**

Evaluation feedback

**Plan to Monitor Fidelity of Implementation of G8.B1.S3**

Progress monitoring data

**Person or Persons Responsible**

Administrators, reading coach, and teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Summative and formative data, lesson plans, and observation results

**Plan to Monitor Effectiveness of G8.B1.S3**

Progress Monitoring Data

**Person or Persons Responsible**

Administrators, reading coach, and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Summative and formative assessment results

**G9.** Forty-five percent of students taking the 2014 CELLA will demonstrate proficiency on the reading, writing and listening/speaking subtest.

**G9.B1** -Teachers not utilizing small group instruction school wide with rigor and relevance -Student data is not being used effectively to provide data driven instructional decision-making -Training is needed in disaggregating data and pulling effective groups

**G9.B1.S1** Teachers must create a class schedule that allows for the extra small group instruction time for Tier 2 and Tier 3 students.

**Action Step 1**

Master schedule will be created to provide a framework for individual class schedules, taking into account time for small group instruction.

**Person or Persons Responsible**

Administrators, Reading Coach, and team leaders

**Target Dates or Schedule**

August 2013

**Evidence of Completion**

Individual class schedules provided to administration.

**Plan to Monitor Fidelity of Implementation of G9.B1.S1**

Walk-throughs, informal and formal observations and lesson plans

**Person or Persons Responsible**

Administrators and reading coach

**Target Dates or Schedule**

According to iObservation scheduled or as frequently as deemed necessary by administration or the reading coach.

**Evidence of Completion**

iObservation evaluation documentation

## Plan to Monitor Effectiveness of G9.B1.S1

AIMs Web, SuccessMaker, and STAR

### Person or Persons Responsible

Administrators, Reading Coach, and classroom teachers

### Target Dates or Schedule

According to assessment schedule

### Evidence of Completion

AIMs Web, SuccessMaker, and STAR data

**G9.B1.S2** Students will receive additional remediation using researched-based interventions in small groups.

### Action Step 1

Testing will be conducted at the beginning of the school year to determine if students have a need for reading interventions.

### Person or Persons Responsible

Reading coach, administrators, and teachers

### Target Dates or Schedule

August-September 2013, December 2013

### Evidence of Completion

Research-based intervention results

## Action Step 2

Small groups will be assigned to grade level teachers, ESE teachers, and paraprofessionals according to student needs.

### Person or Persons Responsible

Reading coach, administrators, and teachers

### Target Dates or Schedule

September 2013/December 2013

### Evidence of Completion

Classroom schedules, lesson plans, and progress monitoring tracking

### Facilitator:

Roberta Klawinski

### Participants:

All teachers and staff who have not been previously trained in using intervention materials.

## Plan to Monitor Fidelity of Implementation of G9.B1.S2

Classroom walk-throughs and informal observations

### Person or Persons Responsible

Administrators and reading coach

### Target Dates or Schedule

According to iObservation schedule or as deemed necessary by administration

### Evidence of Completion

Progress monitoring tracking, lesson plans, and observation results

## Plan to Monitor Effectiveness of G9.B1.S2

AIMs Web, SuccessMaker, and STAR data

### Person or Persons Responsible

Administrators, reading coach, classroom teachers, and ESE teachers

### Target Dates or Schedule

Monthly

### Evidence of Completion

Summative and formative assessment results

**G9.B1.S3** Teachers will use formative and summative data to drive instruction.

**Action Step 1**

Observation and lesson plan evaluations

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

According to the evaluation schedule

**Evidence of Completion**

Evaluation feedback

**Plan to Monitor Fidelity of Implementation of G9.B1.S3**

Progress monitoring data

**Person or Persons Responsible**

Administrators, reading coach, and teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Summative and formative data, lesson plans, and observation results

**Plan to Monitor Effectiveness of G9.B1.S3**

Progress Monitoring Data

**Person or Persons Responsible**

Administrators, reading coach, and teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Summative and formative assessment results

**G10.** Sixty-eight percent of students in grades 3-5 will score a Level 3 or above on the 2014 FCAT Math test.

**G10.B1** Utilizing technology to enhance instruction Students lack the ability to effectively use problem solving strategies Managing and pulling small groups Using scales and rubrics effectively to increase student achievement

**G10.B1.S1** Teachers will engage students in complex tasks that require them to generate hypothesis and create word problems.

### **Action Step 1**

Professional development

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

Administrators and SIP Committee

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

As determined by student and teacher needs

#### **Evidence of Completion**

Professional development sign-in sheets and agendas

#### **Facilitator:**

Andrea Goddard- District Math Developer Teacher Leaders

#### **Participants:**

All classroom teachers and paraprofessionals

### **Action Step 2**

Demonstrations and peer observations

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

Administrators and team leaders

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

As needed/Monthly

#### **Evidence of Completion**

Teacher schedules and meeting agendas

### Plan to Monitor Fidelity of Implementation of G10.B1.S1

Lesson Plans and walk-throughs, informal and formal observations

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

According to schedule or as needed determined by administration

#### Evidence of Completion

Lesson plan and observation feedback

### Plan to Monitor Effectiveness of G10.B1.S1

Formative and summative assessments

#### Person or Persons Responsible

Administrators and teachers

#### Target Dates or Schedule

Daily, weekly, and monthly

#### Evidence of Completion

Progress monitoring data

**G10.B1.S2** Teachers will provide more strategies, hands-on applications and opportunities for students to apply problem solving skills in real-world situations.

#### Action Step 1

Demonstrations, peer observations

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

As needed, determined by student needs

#### Evidence of Completion

Teacher scheduled visit documentation to administration

## Action Step 2

Book study

### Person or Persons Responsible

Administrators

### Target Dates or Schedule

January-May 2014

### Evidence of Completion

Sign-In Sheets and meeting agendas

### Facilitator:

Teacher Leader(s)

### Participants:

All teachers

## Plan to Monitor Fidelity of Implementation of G10.B1.S2

Agendas

### Person or Persons Responsible

Administrators and facilitators

### Target Dates or Schedule

Monthly

### Evidence of Completion

Meeting feedback and sign-in sheets

## Plan to Monitor Effectiveness of G10.B1.S2

Lesson plans, classroom observations, and progress monitoring data

### Person or Persons Responsible

Administrators and teachers

### Target Dates or Schedule

According to scheduled lesson plan reviews, observations and progress monitoring meetings.

### Evidence of Completion

Formative assessment data



**G10.B1.S3** Training will be provided to teachers on how to utilize technology and manipulatives to enhance math instruction.

**Action Step 1**

Staff development

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and sign-in sheets

**Facilitator:**

Teacher Leaders District Curriculum Math Developer

**Participants:**

All teachers

**Plan to Monitor Fidelity of Implementation of G10.B1.S3**

Classroom observations and lesson plans

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

According to schedule

**Evidence of Completion**

Evaluation feedback

## Plan to Monitor Effectiveness of G10.B1.S3

Data

### Person or Persons Responsible

Administrators and teachers

### Target Dates or Schedule

After administration of formative and summative assessments

### Evidence of Completion

Data collected

**G11.** Sixty-five percent of the students who are identified in the lowest 25th percentile on the 2013 FCAT Reading test will make learning gains.

**G11.B1** -Students are not provided with extra time for interventions - Students in the lowest quartile are not motivated to read - Ineffective small group instruction

**G11.B1.S1** Teachers will monitor reading progress of students utilizing the Accelerated Reading program.

### Action Step 1

AR Reports

#### Person or Persons Responsible

Administrators and teachers

#### Target Dates or Schedule

Administrators- 2xs a nine-weeks Teachers- Weekly

#### Evidence of Completion

AR Reports

## Plan to Monitor Fidelity of Implementation of G11.B1.S1

AR Reports

### **Person or Persons Responsible**

Administrators, reading coach, teachers and media specialist

### **Target Dates or Schedule**

Each nine-weeks

### **Evidence of Completion**

AR progress

## Plan to Monitor Effectiveness of G11.B1.S1

Progress monitoring data

### **Person or Persons Responsible**

Administrators, reading coach, and teachers

### **Target Dates or Schedule**

After summative assessments are administered

### **Evidence of Completion**

Data collected

**G14.** Seventy-three percent of the students will score Level 3 or above on the 2014 FCAT Reading test.

**G14.B1** -Consistant quality of instruction -Teachers are not providing differentiated learning opportunities with multi-level learners in small groups with fidelity - Learners lack real world vocabulary knowledge and daily practical learning experiences

**G14.B1.S1** Teachers will provide differentiated learning opportunities daily during intervention/enrichment block.

**Action Step 1**

Observations and lesson plans

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

According to evaluation schedule

**Evidence of Completion**

Evaluation feedback

**Plan to Monitor Fidelity of Implementation of G14.B1.S1**

Evaluations

**Person or Persons Responsible**

Administrators and reading coach

**Target Dates or Schedule**

According to evaluation schedule

**Evidence of Completion**

Evaluation feedback

## Plan to Monitor Effectiveness of G14.B1.S1

Data

### Person or Persons Responsible

Administrators, teachers, and reading coach

### Target Dates or Schedule

After formative and summative assessments are administered

### Evidence of Completion

Data collected

**G15.** Fifty percent of the students will score Level 4 or above on the 2014 FCAT Reading test.

**G15.B1** -Enrichment materials and opportunities for students throughout the grade levels are insufficient - Instruction rigor throughout grade levels

**G15.B1.S1** Teachers will provide enrichment opportunities for students to increase the rigor in math instruction.

### Action Step 1

Enrich activities evident in planning and instruction

#### Person or Persons Responsible

Administrators

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Lesson plans and observations

#### Facilitator:

District Curriculum Math Developers

#### Participants:

All teachers

### Plan to Monitor Fidelity of Implementation of G15.B1.S1

Lesson plans and observations

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule**

According to lesson review and evaluation schedule

**Evidence of Completion**

Evaluation feedback

### Plan to Monitor Effectiveness of G15.B1.S1

Progress monitoring data

**Person or Persons Responsible**

Administration and teachers

**Target Dates or Schedule**

After administering summative and formative assessment

**Evidence of Completion**

Data Collected

## 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.** Forty percent of the students will score Level 4 or above on the 2014 FCAT Math test.

**G1.B1** Students lack the ability to effectively use problem solving strategies.

**G1.B1.S1** Focused staff development meetings, instructional team meetings, and administrative team meetings.

### PD Opportunity 1

Focused staff development meetings

#### Facilitator

Andrea Goddard Jonathan Hamilton Teacher Leaders

#### Participants

All classroom teachers

#### Target Dates or Schedule

September- Think Central Technology Use to Develop Prescriptive Courses  
October- How to Use SuccessMaker to Enhance Math Instruction  
November- How to Provide Enrichment for Students with a High Math Aptitude  
January- To be determined based on progress monitoring  
January to May- Book study

#### Evidence of Completion

Classroom observations and progress monitoring

**G1.B1.S3** Implementation and usage of rubrics accompanied by learning goals.

**PD Opportunity 1**

Professional development

**Facilitator**

Teacher Leader

**Participants**

All students

**Target Dates or Schedule**

January 2014

**Evidence of Completion**

Agenda

**G1.B2** Teachers providing a variety of methods to differentiate instruction.

**G1.B2.S1** Professional development that focuses on teaching math to students with different math needs.

**PD Opportunity 1**

Professional Development

**Facilitator**

Teacher Leaders District Math Developer

**Participants**

All teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Agendas and sign-in



**G3.** Sixty-five students in the lowest 25th percentile will demonstrate learning gains according to the 2014 Math FCAT test.

**G3.B1** Lack of time to collaborate among and across the grade levels.

**G3.B1.S1** Focused staff development meetings that encourage collaboration among and across the grade levels.

**PD Opportunity 1**

Staff Development Meetings

**Facilitator**

Teacher Leaders District Math Developers District SuccessMaker Specialist

**Participants**

All teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and sign-in sheets

**G3.B2** Effectively utilizing progress monitoring data to drive instruction.

**G3.B2.S1** Monthly progress monitoring meetings to determine if instruction is improving student achievement of students in the lowest quartile.

**PD Opportunity 1**

Progress monitoring meetings

**Facilitator**

Administrators

**Participants**

All teachers

**Target Dates or Schedule**

Monthly or as deemed necessary

**Evidence of Completion**

Data compiled in notebooks

**G3.B3** Students lack background knowledge and critical thinking skills.

**G3.B3.S1** Provide students with real-world and concrete examples to help conceptualize and solve complex math problems.

**PD Opportunity 1**

Classroom walk-throughs, informal and formal observations, and lesson plans

**Facilitator**

Teacher Leaders District Math Curriculum Developer

**Participants**

All teachers

**Target Dates or Schedule**

According to the observation and lesson plan evaluation schedule

**Evidence of Completion**

Evaluation feedback

**G4.** Sixty-five percent of students in the Black subgroup will demonstrate learning gains on the 2014 FCAT Math test.

**G4.B1** Lack of time to collaborate among and across the grade levels.

**G4.B1.S1** Focused staff development meetings that encourage collaboration among and across the grade levels.

**PD Opportunity 1**

Staff development

**Facilitator**

Teacher Leaders District Math Curriculum Developer

**Participants**

All teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and sign-in sheets

**G5.** Eighty-five percent of students in the White subgroup will score a Level 3 or above on the 2014 FCAT Math test.

**G5.B1** Lack of time to collaborate among and across the grade levels.

**G5.B1.S1** Focused staff development meetings that encourage collaboration among and across the grade levels.

**PD Opportunity 1**

Staff development

**Facilitator**

Teacher Leaders District Math Curriculum Developer

**Participants**

All teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and sign-in sheets

**G6.** Sixty-five percent of 4th graders will demonstrate proficiency according to the 2014 FCAT Writing assessment.

**G6.B1** Lack of a systematic writing curriculum.

**G6.B1.S1** Teachers will be provided professional development on how to implement a systematic writing curriculum with students.

**PD Opportunity 1**

Systematic curriculum

**Facilitator**

District Language Arts Curriculum Developer

**Participants**

Fourth Grade Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Progress Monitoring Data

**G7.** Sixty-six percent of 5th grade students will score a Level 3 or above on the 2014 FCAT Science assessment.

**G7.B1** Students lack the skills to examine their own reasoning or to determine the logic of information presented.

**G7.B1.S1** Students will be given tasks that require them to generate hypothesis and examine reason and logic in interpreting science content.

**PD Opportunity 1**

Professional development

**Facilitator**

Teacher Leaders

**Participants**

All teachers

**Target Dates or Schedule**

4 times per year

**Evidence of Completion**

Agendas and sign-in sheets

**G8.** Seventy-four percent of the students will make learning gains on the 2013 FCAT Reading test.

**G8.B1** -Teachers not utilizing small group instruction school wide with rigor and relevance -Student data is not being used effectively to provide data driven instructional decision-making -Training is needed in disaggregating data and pulling effective groups

**G8.B1.S2** Students will receive additional remediation using researched-based interventions in small groups.

### **PD Opportunity 1**

Small groups will be assigned to grade level teachers, ESE teachers, and paraprofessionals according to student needs.

#### **Facilitator**

Roberta Klawinski

#### **Participants**

All teachers and staff who have not been previously trained in using intervention materials.

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

September 2013/December 2013

#### **Evidence of Completion**

Classroom schedules, lesson plans, and progress monitoring tracking

**G9.** Forty-five percent of students taking the 2014 CELLA will demonstrate proficiency on the reading, writing and listening/speaking subtest.

**G9.B1** -Teachers not utilizing small group instruction school wide with rigor and relevance -Student data is not being used effectively to provide data driven instructional decision-making -Training is needed in disaggregating data and pulling effective groups

**G9.B1.S2** Students will receive additional remediation using researched-based interventions in small groups.

### **PD Opportunity 1**

Small groups will be assigned to grade level teachers, ESE teachers, and paraprofessionals according to student needs.

#### **Facilitator**

Roberta Klawinski

#### **Participants**

All teachers and staff who have not been previously trained in using intervention materials.

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

September 2013/December 2013

#### **Evidence of Completion**

Classroom schedules, lesson plans, and progress monitoring tracking

**G10.** Sixty-eight percent of students in grades 3-5 will score a Level 3 or above on the 2014 FCAT Math test.

**G10.B1** Utilizing technology to enhance instruction Students lack the ability to effectively use problem solving strategies Managing and pulling small groups Using scales and rubrics effectively to increase student achievement

**G10.B1.S1** Teachers will engage students in complex tasks that require them to generate hypothesis and create word problems.

**PD Opportunity 1**

Professional development

**Facilitator**

Andrea Goddard- District Math Developer Teacher Leaders

**Participants**

All classroom teachers and paraprofessionals

**Target Dates or Schedule**

As determined by student and teacher needs

**Evidence of Completion**

Professional development sign-in sheets and agendas

**G10.B1.S2** Teachers will provide more strategies, hands-on applications and opportunities for students to apply problem solving skills in real-world situations.

**PD Opportunity 1**

Book study

**Facilitator**

Teacher Leader(s)

**Participants**

All teachers

**Target Dates or Schedule**

January-May 2014

**Evidence of Completion**

Sign-In Sheets and meeting agendas



**G10.B1.S3** Training will be provided to teachers on how to utilize technology and manipulatives to enhance math instruction.

**PD Opportunity 1**

Staff development

**Facilitator**

Teacher Leaders District Curriculum Math Developer

**Participants**

All teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Agendas and sign-in sheets

**G15.** Fifty percent of the students will score Level 4 or above on the 2014 FCAT Reading test.

**G15.B1** -Enrichment materials and opportunities for students throughout the grade levels are insufficient - Instruction rigor throughout grade levels

**G15.B1.S1** Teachers will provide enrichment opportunities for students to increase the rigor in math instruction.

**PD Opportunity 1**

Enrich activities evident in planning and instruction

**Facilitator**

District Curriculum Math Developers

**Participants**

All teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson plans and observations

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G3.	Sixty-five students in the lowest 25th percentile will demonstrate learning gains according to the 2014 Math FCAT test.	\$1,500
G10.	Sixty-eight percent of students in grades 3-5 will score a Level 3 or above on the 2014 FCAT Math test.	\$1,500
Total		\$3,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II	\$1,500	\$1,500
Title 2	\$1,500	\$1,500
Total	\$3,000	\$3,000

### Budget Details

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

**G3.** Sixty-five students in the lowest 25th percentile will demonstrate learning gains according to the 2014 Math FCAT test.

**G3.B1** Lack of time to collaborate among and across the grade levels.

**G3.B1.S1** Focused staff development meetings that encourage collaboration among and across the grade levels.

#### **Action Step 1**

Staff Development Meetings

#### **Resource Type**

Professional Development

#### **Resource**

Staff development lead by teachers and district math curriculum developer

#### **Funding Source**

Title II

#### **Amount Needed**

\$1,500

**G10.** Sixty-eight percent of students in grades 3-5 will score a Level 3 or above on the 2014 FCAT Math test.

**G10.B1** Utilizing technology to enhance instruction Students lack the ability to effectively use problem solving strategies Managing and pulling small groups Using scales and rubrics effectively to increase student achievement

**G10.B1.S2** Teachers will provide more strategies, hands-on applications and opportunities for students to apply problem solving skills in real-world situations.

**Action Step 2**

Book study

**Resource Type**

Professional Development

**Resource**

Book study to provide teachers with strategies to use in the classroom to increase student achievement.

**Funding Source**

Title 2

**Amount Needed**

\$1,500