

## 2013-2014 SCHOOL IMPROVEMENT PLAN

John G Riley Elementary School  
1400 INDIANA ST  
Tallahassee, FL 32304  
850-488-5840

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 79%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 93%

### School Grades History

<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> B	<b>2009-10</b> C
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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
Focus Year 1	1	Sam Foerster

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

## Current School Status

### School Information

#### School-Level Information

##### School

John G Riley Elementary School

##### Principal

Karwynn Paul

##### School Advisory Council chair

Ashley Kemp

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

Name	Title
Steven Walker	parent
Erma Dassie	Business/Community Partner
Melinda James	Business/Community Partner
Latoyer Hankerson	Teacher
Sonja Williams	Support Staff
Debbie Kerr	Parent
Juan Lopez	Parent

#### 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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

SAC will meet at least 3 times during the school year to increase their understanding of the data analysis process at Riley, to focus on students' learning needs, and build a better relationship with the administration and staff in working through the school improvement process.

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

The School Advisory Committee will meet 3 times during the school year to monitor the implementation of the school improvement plan and the progress being made on reaching the goals that have been identified for the success of our students, our school and community.

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

We do not at this time know the amount of the School Improvement funds but we have planned to utilize the allocation for technology needs.

**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**

3

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Karwynn Paul**

Principal

Years as Administrator: 11

Years at Current School: 8

**Credentials**

B.A. in Elementary Education, Florida A&M University  
M.S. Florida A&M University

**Performance Record**

Principal of Riley  
2012-2013: Grade C, Reading 43%, Math 48%, Writing 50%, Science 16%.  
Learning gains: Reading 69% and Math 57%.  
Lowest 25%: Reading 82% and Math 73%.  
2011-2012: Grade C, Reading 40%, Math 53%, Writing 89%, Science 34%.  
Learning gains: Reading 64% and Math 61%.  
Lowest 25%: Reading 50% and Math 86%.  
2010-2011: Grade B, Reading 61%, Math 66%, Writing 100%, Science 41%.  
Learning gains: Reading 64% and Math 57%.  
Lowest 25%: Reading 57% and Math 57%.

**Sylvia Collier**

Asst Principal

Years as Administrator: 28

Years at Current School: 18

**Credentials**

B.A. in Elementary Education, Florida State University.  
 M.S. in Reading, Florida State University.  
 PH.D in Educational Leadership, Florida State University.  
 Certification in Early Childhood Education, Florida State University.

**Performance Record**

Assistant Principal at Riley Elementary:  
 2012-2013: Grade C, Reading 43%, Math 48%, Writing 50%, Science 16%.  
 Learning gains: Reading 69% and Math 57%.  
 Lowest 25%: Reading 82% and Math 73%.  
 2011-2012: Grade C. Reading 40%. Math 53%, Writing 89%, Science 34%.  
 Learning gains: Reading 64% and Math 61%.  
 Lowest 25%: Reading 50% and Math 86%  
 2010-2011: Grade B. Reading 61%. Math 66%, Writing 100%, Science 41%.  
 Learning gains: Reading 64% and Math 57%.  
 Lowest 25%: Reading 57% and Math 57%.

**Shannon Haire**

Asst Principal

Years as Administrator: 6

Years at Current School: 1

**Credentials**

B.A. in Elementary Education, Florida State University.  
 M.S. in Educational Leadership, Florida State University.  
 Certification in Exceptional Student Education K-12

**Performance Record**

Current Year- Assistant Principal at Riley Elementary  
 Sabal Palm Elementary 2012-2013: Grade C  
 Reading Learning Gains  
 Math Learning Gains  
 Sabal Palm Elementary 2011-2012: Grade C  
 Reading Learning Gains  
 Math Learning Gains  
 Sabal Palm Elementary 2010-2011: Grade B  
 Reading Learning Gains  
 Math Learning Gains

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Pam Payne</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 28
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Elementary Education 1-6, Reading K-12	
<b>Performance Record</b>	<p>2012-2013: Grade C, Reading 43%, Math 48%, Writing 50%, Science 16%.                      Learning gains: Reading 69% and Math 57%.                      Lowest 25%: Reading 82% and Math 73%.</p> <p>2011-2012: Grade C. Reading 40%, Math 53%, Writing 89%, Science 34%.                      Learning gains: Reading 64% and Math 61%.                      Lowest 25%: Reading 50% and Math 86%.</p> <p>2010-2011: Grade B. Reading 61%, Math 66%, Writing 100%, Science 41%.                      Learning gains: Reading 64% and Math 57%.                      Lowest 25%: Reading 57% and Math 57%.</p>	

**Classroom Teachers**

<b># of classroom teachers</b>	40
<b># receiving effective rating or higher</b>	31, 78%
<b># Highly Qualified Teachers</b>	78%
<b># certified in-field</b>	, 0%
<b># ESOL endorsed</b>	11, 28%
<b># reading endorsed</b>	5, 13%
<b># with advanced degrees</b>	18, 45%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	10, 25%
<b># with 1-5 years of experience</b>	9, 23%
<b># with 6-14 years of experience</b>	13, 33%

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

14, 35%

**Education Paraprofessionals**

**# of paraprofessionals**

13

**# Highly Qualified**

13, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

**# receiving effective rating or higher**

**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**

The principal is responsible for holding regular meetings with the new teachers.

The principal partners new teachers with veteran staff.

The principal oversees referrals from staff.

**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**

Teachers are highly effective teachers meeting the District's Beginning Teacher Program Mentor qualification and successfully completing the District's Mentor Training Program.

Mastery of the Florida Educator Accomplished Practices will be the focus of bi-weekly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post observation feedback conferences.

**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**

Our school based RtI leadership team has assisted in the development of the school improvement process through review of our school data and in determining the goals and strategies needed to increase student achievement performance in order to meet adequate yearly progress and to improve our school grade. Our district ESE liaison has helped us merge the MTSS/RtI process and our school-based needs to complete the plan. The MTSS/RtI leadership team meets once a month with teachers/administrators in team meetings to monitor the implementation of the SIP throughout the school year. The MTSS/RtI problem solving process has been imbedded in the strategies that have been written to

ensure consideration is given to Tier 1, 2, and 3 needs of students. The strategies for the subgroups and consideration for the individual student needs is reflected in the strategies determined for each objective area.

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

The Leadership Team meet weekly to engage in the following activities: review assessment and progress monitoring data, make appropriate instructional decisions, identify students at Tier 1, 2, and 3. Identify assessments and determine the appropriate activities for increasing student progress. The team identifies professional development needs, collaborate regularly to problem solve and evaluate implementation of the on-going MTSS/Rtl process at Riley..

Principal: ensures as the site leader that the school-based team is implementing MTSS/Rtl, intervention support and documentation, use of data for decision-making, ensures adequate professional development is in place to support the MTSS/Rtl implementation and assessments are conducted as needed to support the process and communication with parents is on-going regarding the school-based MTSS/Rtl implementation.

Assistant Principal: assists and supports the Principal as part of the administrative team.

General Education Teachers: (Primary and Intermediate): provide core instruction, assist in data collection, do classroom interventions at Tier 1, 2, 3. They also collaborate with other staff on Tier 3 interventions.

Exceptional Education (ESE) teachers: Participate in data collection and data analysis, integrate core instructional activities and materials into Tier 3 instruction and collaborate with regular education teachers to assist in implementation of the MTSS/Rtl process.

Reading Coach: provides assistance in implementing the K-5 reading plan, Facilitates and supports progress monitoring, data collection and data analysis, provides professional development and technical assistance to teachers regarding data-driven instructional planning, and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

School psychologist: participates in the collection, interpretation and analysis of data, facilitates data-based decisions and the development of intervention plans, provides support for the intervention fidelity and documentation and providing profession development as needed to ensure the implementation of the MTSS/Rtl process.

Speech and Language Therapist: represents the role of language in the MTSS/Rtl process by assisting in the selection of screening measures, assessing students as needed to support the MTSS/Rtl process, and helping integrate the language needs of students with the core curriculum, assessments, and instruction.

Student Services Personnel (Guidance counselor, Social worker, District Liaison): provide services and expertise on all issues associated with the implementation of the school MTSS/Rtl process from curriculum, assessment, plans for Tier 1, 2, 3 activities, data collection/analysis and interpretation, ensure paperwork and procedures are followed according to district, state and federal regulations, provide interventions to teachers, students and the community as needed to support academic, emotional, social and behavioral needs of the students.

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

The school leadership team, as well as each grade level team, reviews data collected to determine if the interventions are working both for individual students and subgroups of students.

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

Baseline data is obtained through AIMSweb assessments, placement tests and previous test information. The data is made available through AIMSweb assessment data, SRA reading placement tests, and annual assessment data. Monitoring is obtained through the administration STAR, AIMSweb (K-2), Curriculum Based Measurements, Success-maker, and other FCAT simulation assessments. Midyear data is obtained through STAR , AIMSweb (K-2), Success-maker, and other FCAT simulation assessments. End of the year is obtained through AIMSweb, FCAT, and Success-maker.

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

Teachers are provided support as needed by the reading coach, school administrators, and other personnel with specific expertise on the provision of interventions at Tier 1, 2, 3 levels. Riley has an instructional plan in place that provides time for core instruction, additional time for interventions at both the Tier 2 and Tier 3 levels. The plan incorporates use of other school personnel as needed to provide increasingly intensive interventions.

**Increased Learning Time/Extended Learning Opportunities**

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

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

**Strategy: Extended Day for All Students****Minutes added to school year: 180**

As we begin the 2013-2014 school year, Riley will once again provide students with an extended learning opportunity by offering a 21st Century Extended Day Program focusing on remediation and additional support in the areas of reading, writing, math and science and enrichment activities for our students. Direct instruction, small group instruction, and one-on-one tutoring will continue to be included in the program. The curriculum for the program will include the use of a variety of instructional materials. The 21st Century Extended Day Program for grades 1-5 will be five days a week throughout the year.

**SUMMER ENRICHMENT PROGRAM:**

In June and July, Riley holds a five week summer program focused on preparing students for their upcoming grade. Students will get a head start on the skills that will be taught to them in the upcoming school year. Like the Extended Day Program, direct instruction, small group instruction, and one-on-one tutoring will be part of the program. The program will be open to first through fifth grade students. The program will run from 7:30 a.m. until 12:30 p.m. Monday through Thursday. All students will be provided breakfast and lunch. The students will spend 2 hours a day involved in instruction in the areas of reading, math, and writing. The rest of the time students will participate in enrichment activities.

**BEFORE SCHOOL:**

Riley opens its computer labs early each day to provide math and reading practice before school utilizing Pearson for students in grades 3-5 to reinforce, remediate and prepare students for state assessment by focusing on the acquisition of SSS and Leon County benchmarks at each grade.

**EXTENDED SCHOOL YEAR SERVICES:**

Participation in the extended school year program is an option for students currently being served on an Individual Education Plan. The program is designed to help students retain the information taught during the regular school year and to build upon already acquired knowledge/skills. Other programs provided during the school day to extend learning opportunities include educational tutoring, use of resource classes in the special area wheel for remediation, and the Host Volunteer Program for individual monitoring.

**SUMMER READING ACADEMY:**

In accordance with Florida state mandates, Riley provides all third grade students the opportunity to attend a Summer Reading Academy.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

The program coordinator uses FCAT data and other annual assessment data to determine the needs of individual students and grade levels when planning implementation of academic activities that will be provided within the program. Tutoring activities are aligned with the data to support students progress in reading, math, writing, and science during the daily extended learning activities.

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

The district Title I evaluator works with the Extended Learning Program Coordinator to continuously monitor program implementation and effectiveness by year's end.

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Karwynn Paul	Principal
Sylvia Collier	Assistant Principal
Pam Payne	Reading Coach
Cindy Stock	Media Specialist
General Education Teachers	one representative per grade level
Stephanie Williams	Guidance Counselor/Referral Coordinator
Jiji Weidner	ESE District Liaison

**How the school-based LLT functions**

The School-based Literacy Team focuses on developing and maintaining a quality school-wide program that meets the needs of all learners. The team will meet monthly to review the literacy data, make instructional decisions that focus on implementing the appropriate activities to improve the literacy of our students at Riley, and to reward their efforts throughout the year.

**Major initiatives of the LLT**

The school-wide literacy initiative at Riley this year is the implementation of Accelerated Reader at all levels with all students. The team has established the criteria for the program and how it will be tracked by each teacher with their students. Progress will be monitored by the team in the monthly meetings and changes made as needed in the AR implementation. Rewards have been scheduled monthly, quarterly, and at the end of each semester.

**Every Teacher Contributes to Reading Instruction****How the school ensures every teacher contributes to the reading improvement of every student**

All of our reading teachers K-5 are following the Reading Guidelines for the 2013-2014 school year as shared by the district at the beginning of the school year. The component parts of the guidelines are as follows: core reading instruction should be at least 90 minutes a day which includes 50 minutes of directed instruction with an additional 40 minutes for differentiated activities; reading interventions are taught daily for 30 minutes in K-2 and at least 45 minutes a day in grades 3-5; STAR testing was done in the August window and will be done throughout the year in each subsequent testing window; Accelerated Reader is being implemented in all grades to improve reading and Successmaker is done daily for 35 minutes in grades 1-5 and teachers document interventions done weekly and Waterford in PreK-K. Each teacher is following the schedule shared by the district that totals 200 minutes which also includes 45 minutes for writing in all grades as part of the daily schedule. We are meeting weekly with teachers in Reading Team Meetings to monitor data and to ensure that the guidelines continue to be implemented with fidelity.

**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**

Families of children with disabilities are supported during the transition process from Pre-K to Kindergarten by beginning the dialogue regarding transition in the Fall prior to the Kindergarten

placement with the teacher and other appropriate personnel. Parents of children with disabilities attend the Pre-K to K transition Individual Education Plan (IEP) meeting. Receiving schools are invited to participate in the Pre-K to K transition IEP meeting. Teachers and parents discuss with the child that they will be attending a new school or new classroom. For some children, such as children with visual impairments, several hours a week are spent acclimating the child to the receiving K school through visitation.

Families of children enrolled in the School Readiness/Voluntary Pre-Kindergarten Program are prepared for the transition in the Spring prior to the Kindergarten placement by ongoing dialogue with the teacher and other appropriate personnel.

## 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	53%	43%	No	57%
American Indian				
Asian				
Black/African American	52%	41%	No	57%
Hispanic	56%	50%	No	60%
White	82%	50%	No	83%
English language learners	62%	50%	No	66%
Students with disabilities	37%	21%	No	43%
Economically disadvantaged	53%	43%	No	57%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	41%	44%
Students scoring at or above Achievement Level 4	28	15%	18%

#### 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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	107	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	41	82%	85%

**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)	19	51%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	35%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	30%	33%

**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	33	50%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	48%	No	66%
American Indian				
Asian				
Black/African American	59%	42%	No	63%
Hispanic	90%	69%	No	91%
White	91%	67%	No	92%
English language learners	88%	79%	No	89%
Students with disabilities	47%	39%	No	52%
Economically disadvantaged	62%	48%	No	66%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	30%	33%
Students scoring at or above Achievement Level 4	30	16%	19%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	107	57%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	73%	76%

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

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		10%

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		6
Participation in STEM-related experiences provided for students	3	100%	100%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	230	38%	30%
Students retained, pursuant to s. 1008.25, F.S.	46	8%	4%
Students who are not proficient in reading by third grade	51	48%	40%
Students who receive two or more behavior referrals	49	9%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	75	13%	9%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

Increase participation in school activities to 35%. We will provide opportunities for our parents to Attend workshops, student performances, receive testing information, and learn ways to reinforce their child's learning at home.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent participation in activities will increase by 20%.	178	30%	35%

## Goals Summary

- G1.** Increase participation in school activities to 35%
- G2.** Students who miss 10% or more of available instructional time will be reduced by 8%.
- G3.** The number of students who have been retained will be reduced by 4%
- G4.** The number of students who are not proficient in reading by third grade will be reduced by 8%.
- G5.** The number of students who receive two or more behavior referrals will be reduced by 4%
- G6.** The number of students who receive one or more behavior referrals that lead to suspension will be reduced by 5%
- G7.** Math Goal 3.1.a: 66% of all 3-5 students, 63% of black students, 92% of the white students, 91% of Hispanic students, 89% of ELL students, 52% of SWD students & 66% of economically disadvantaged students will make adequate progress in math
- G8.** Math goal 3.1.b: 35% (81) of the 3-5 grade students will score at proficiency (FCAT Level 3) in math
- G9.** Math goal 3.1.c.: 20% (46) of the 3-5 grade students will score above proficiency (FCAT Level 4) in math
- G10.** Math goal 3.1.d: 100% of identified students proficient in math will increase by 1% as evidenced by performance on the FAA
- G11.** Math goal 3.1.e: 60% (138) of the 3-5 grade students will make learning gains in math
- G12.** Math goal 3.1.f: 75% (44) or more of the 3-5 lowest 25% will make learning gains in FCAT math
- G13.** Writing goal: 65% (61) or better of the 4th grade students will write at 3.0 or higher in writing
- G14.** Writing goal: Florida Alternate Assessment: The percentage of identified students proficient in writing will increase by at least 1% as evidenced by performance on the FAA
- G15.** Science goal 4.1: 35% (20) of the 5th grade students will score at FCAT level 3 in science.
- G16.** Science goal: 40% (22) of the 5th grade students will score at FCAT level 4 and 5
- G17.** Science goal: Florida Alternate Assessment: 35% (2) of the identified students proficient in science will increase by at least 1% as evidenced by performance on the FAA

- G18.** STEM goal: Utilize STEM instructional activities given 3 times prior to FCAT to monitor student progress in science
- G19.** Goal 1: 57% of all students, 83% of the 3-5 white subgroup, 60% of the 3-5 Hispanic subgroup, 67% of the black group, 66% of the ELL subgroup, 45% of the SWD subgroup & 57% of the economically disadvantaged group will make adequate progress in reading.
- G20.** Reading Goal 2a: 44% of the 3-5 grade students will score at proficiency (FCAT Level 3) in reading
- G21.** Reading Goal 2b: 18% (41) of the 3-5 grade students will score above proficiency level (4-5)
- G22.** Reading Goal 3: Florida Alternative Assessment: the percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA
- G23.** Reading Goal 4a: 60% of the 3-5 grade students will make learning gains in reading
- G24.**
- G25.** Reading Goal C: 83% (48) of the lowest 25% will make learning gains in reading
- G26.** Reading Goal 5a: CELLA: The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance on the CELLA.
- G27.** Reading Goal 5b: CELLA: The percentage of ELL students proficient in reading will increase by at least 1% as evidenced by performance on the CELLA
- G28.** Reading Goal 5c: CELLA: The percentage of ELL students proficient in writing will increase by at least 1% as evidenced by performance on the CELLA

## Goals Detail

### G1. Increase participation in school activities to 35%

#### Targets Supported

- Parental Involvement

#### Resources Available to Support the Goal

- Utilize the Riley PTO to assist in planning and implementing activities to increase participation?

#### Targeted Barriers to Achieving the Goal

- Difficult for parents to attend school functions based on lack of transportation.

### Plan to Monitor Progress Toward the Goal

Communication to announce every parent event will include information written in spanish and if transportation is a problem. Each event will be sent to parents with adequate notice time for parents to prepare to attend the event.

#### Person or Persons Responsible

The PTO and administration will coordinate the notification of all events using the calendar of events for the year completed at the beginning of the school year.

#### Target Dates or Schedule:

Participation will be monitored for each event using parent participation rosters.

#### Evidence of Completion:

Participation rates will be collected and calculated to see the percent increase for the year.

### G2. Students who miss 10% or more of available instructional time will be reduced by 8%.

#### Targets Supported

- EWS - Elementary School

#### Resources Available to Support the Goal

- Utilizing our school attendance system to notify parents and conference to reduce absences

#### Targeted Barriers to Achieving the Goal

- Apathy of parents towards daily attendance and being present for the instructional day

### Plan to Monitor Progress Toward the Goal

The data will be collected monthly to determine progress towards the goal.

#### Person or Persons Responsible

Registrar, guidance counselor, and administration will monitor the progress being made.

#### Target Dates or Schedule:

A monthly report fromht district will be used to monitor attendance by student.

#### Evidence of Completion:

The data will be collected and shared at the end of the year with the PTO.

### G3. The number of students who have been retained will be reduced by 4%

#### Targets Supported

- EWS - Elementary School

#### Resources Available to Support the Goal

- SRA reading program, SM5, Waterford, AR, STAR, and Go Math used with fidelity.

#### Targeted Barriers to Achieving the Goal

- Students who have not mastered prerequisite learning, are risk in reading and/or math, need interventions for reading and/or math on grade level successfully, have RTI issues, and do not have support for their learning at home.

### Plan to Monitor Progress Toward the Goal

Data collected through assessments, common core and benchmark acquisition, SM5 and report cards will be used to determine promotion and retention in the spring of 2014.

#### Person or Persons Responsible

School administration and classroom teachers will determine which students are retained and promoted.

#### Target Dates or Schedule:

Progress will be continuously monitored each nine weeks with a final decision made in the spring of 2014.

#### Evidence of Completion:

Report card decisions will be made and documented on the report cards. The percent of retentions will be determined towards the attainment of the goal.

**G4.** The number of students who are not proficient in reading by third grade will be reduced by 8%.

#### Targets Supported

- EWS - Elementary School

#### Resources Available to Support the Goal

- SRA reading program, Reading Mastery interventions, SM5, AR, and STAR

#### Targeted Barriers to Achieving the Goal

- Students who have not mastered prerequisite reading benchmarks and are at risk for reading on grade level. They have Tier 2 and Tier 3 intervention and are not at successful levels of performance in SM5, STAR and AR.

### Plan to Monitor Progress Toward the Goal

District and school assessments, SRA reading data, Reading Mastery, SM5, and AR.

#### Person or Persons Responsible

School administration, classroom teachers, SM5 school and district coordinator, reading coach

#### Target Dates or Schedule:

Daily, weekly, nine weeks, and end of the year data.

#### Evidence of Completion:

FCAT data for percent proficient in reading

**G5.** The number of students who receive two or more behavior referrals will be reduced by 4%

#### Targets Supported

- EWS - Elementary School

#### Resources Available to Support the Goal

- Utilize the CHAMP behavioral system and BMC

#### Targeted Barriers to Achieving the Goal

- Lack of parent support, social issues, student apathy towards good behavior/rewards

### Plan to Monitor Progress Toward the Goal

Champs Behavior plan participation data collected to determine if discipline incidents with students has decreased.

#### Person or Persons Responsible

Administration, office staff, the guidance counselor, classroom teachers will all be responsible for implementing and monitoring the plan.

#### Target Dates or Schedule:

Weekly, monthly and by 9 weeks for program implementation.

#### Evidence of Completion:

All data that shows evidence of student behavior being improved by utilizing the program.

**G6.** The number of students who receive one or more behavior referrals that lead to suspension will be reduced by 5%

#### Targets Supported

- EWS - Elementary School

#### Resources Available to Support the Goal

- Utilize the CHAMP behavioral system and BMC

#### Targeted Barriers to Achieving the Goal

- Teachers lack of classroom management

### Plan to Monitor Progress Toward the Goal

Educator's Handbook data will be used to monitor students' behavior daily, weekly and monthly. Intervention team records will indicate the behavior strategies for any students being served or discipline issues.

#### Person or Persons Responsible

School administration, Intervention team members, classroom teachers, and the behavior assistant will monitor progress towards this objective.

#### Target Dates or Schedule:

Educator's Handbook records will be kept daily, weekly, and monthly throughout the year. Intervention data will be collected weekly for tudents referred to the team.

#### Evidence of Completion:

Data will be collected from all sources and col lded to determine if the goal has been met.

**G7.** Math Goal 3.1.a:66% of all 3-5 students, 63% of black students, 92% of the white students, 91% of Hispanic students, 89% of ELL students, 52% of SWD students & 66% of economically disadvantaged students will make adequate progress in math

#### Targets Supported

#### Resources Available to Support the Goal

- Go Math Program

#### Targeted Barriers to Achieving the Goal

- Lack of understanding of the new standards

### Plan to Monitor Progress Toward the Goal

Weekly math data will be collected and reviewed to determine progress being made towards the goal.

**Person or Persons Responsible**

Teachers, administrators, and district math advocate will monitor this strategy.

**Target Dates or Schedule:**

Weekly, bi-monthly and by nine weeks throughout the year.

**Evidence of Completion:**

The minutes of the team meetings will reflect collection of data, review and actions recommended.

### G8. Math goal 3.1.b: 35% (81) of the 3-5 grade students will score at proficiency (FCAT Level 3) in math

**Targets Supported**

**Resources Available to Support the Goal**

- Go Math Program

**Targeted Barriers to Achieving the Goal**

- Understanding of the new standards

### Plan to Monitor Progress Toward the Goal

The data will be collected and reviewed to drive instruction and progress towards the goal.

**Person or Persons Responsible**

Teachers and administration will monitor.

**Target Dates or Schedule:**

Weekly team meetings and bi-monthly administrative meetings will be scheduled for continuous review of data.

**Evidence of Completion:**

Data collected will be reviewed for further curricular actions that need to be taken.

### G9. Math goal 3.1.c.: 20% (46) of the 3-5 grade students will score above proficiency (FCAT Level 4) in math

**Targets Supported**

**Resources Available to Support the Goal**

- Pearson Successmaker

**Targeted Barriers to Achieving the Goal**

- Understanding of the new standards

### Plan to Monitor Progress Toward the Goal

Pearson reports will be reviewed to identify students projected to reach their target level. Levels and acceptable performance will correlate to levels 4 and 5 on FCAT.

#### Person or Persons Responsible

Teachers, SM5 coordinator, and administration will monitor.

#### Target Dates or Schedule:

Daily and weekly reports will be used by teachers to prescribe interventions for students both whole and small groups. Cumulative reports will be monitored by administration, the coordinator and the teachers for identifying students projected to make a level 4 or 5 on FCAT.

#### Evidence of Completion:

The minutes of the team meetings will reflect the data reports and further actions to be taken.

**G10.** Math goal 3.1.d: 100% of identified students proficient in math will increase by 1% as evidenced by performance on the FAA

#### Targets Supported

#### Resources Available to Support the Goal

- SRA Number Worlds

#### Targeted Barriers to Achieving the Goal

- Understanding of the new standards

### Plan to Monitor Progress Toward the Goal

Data collected and reviewed will be used to determine next steps in mastering the goal.

#### Person or Persons Responsible

Teachers and administration will monitor.

#### Target Dates or Schedule:

In weekly team meetings, the data collected will be reviewed.

#### Evidence of Completion:

The minutes of the team meetings will reflect the recommendations for further actions based on the data reported.

**G11.** Math goal 3.1.e: 60% (138) of the 3-5 grade students will make learning gains in math

#### Targets Supported

#### Resources Available to Support the Goal

- Discovery Education

#### Targeted Barriers to Achieving the Goal

- Lack of understanding of the new standards

### Plan to Monitor Progress Toward the Goal

The simulation data will be collected after the assessments are given to determine progress towards the goal.

#### Person or Persons Responsible

Teachers and administration will monitor.

#### Target Dates or Schedule:

Simulations will be given in October and February and results used to monitor changes.

#### Evidence of Completion:

The data will be collected and shared in team meetings to drive instruction towards the goal.

### G12. Math goal 3.1.f: 75% (44) or more of the 3-5 lowest 25% will make learning gains in FCAT math

#### Targets Supported

#### Resources Available to Support the Goal

- Go Math Program

#### Targeted Barriers to Achieving the Goal

- Lack of understanding of the new standards

### Plan to Monitor Progress Toward the Goal

The data from differentiated activities completed during the 25 minute math block will be collected and reviewed to determine progress towards the goal.

#### Person or Persons Responsible

The teachers and administration will monitor the progress towards the goal.

#### Target Dates or Schedule:

Weekly team meetings will be used to determine progress towards the goal and recommend further actions to be taken.

#### Evidence of Completion:

The differentiated activities will be reviewed and data used to report progress towards the goal.

### G13. Writing goal: 65% (61) or better of the 4th grade students will write at 3.0 or higher in writing

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- District writing model implemented in fourth grade

#### Targeted Barriers to Achieving the Goal

- Inadequate background knowledge of the writing process

### Plan to Monitor Progress Toward the Goal

The data will be reviewed in team meetings to determine progress toward the goal.

#### Person or Persons Responsible

The fourth grade writing teachers, administration and the district writing coordinator will monitor progress towards the goal.

#### Target Dates or Schedule:

Bi-monthly administrative team meetings and monthly district writing meetings will be scheduled to retire the data collected and make curricular changes needed.

#### Evidence of Completion:

The data from the bi-weekly prompts and district WUR will be collected and reviewed prior to FCAT.

**G14.** Writing goal: Florida Alternate Assessment: The percentage of identified students proficient in writing will increase by at least 1% as evidenced by performance on the FAA

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Writing block daily

#### Targeted Barriers to Achieving the Goal

- Inadequate background knowledge of the writing process

### Plan to Monitor Progress Toward the Goal

The writing data will be collected, scored and reviewed to identify student needs and next steps.

#### Person or Persons Responsible

The writing teachers, ESE teachers, and administration will monitor.

#### Target Dates or Schedule:

The data will be collected and scored, reviewed in bi-monthly team meetings and used to drive further in the writing process.

#### Evidence of Completion:

The minutes of the team meetings will reflect data reported and progress towards mastery of the goal.

**G15.** Science goal 4.1:35% (20) of the 5th grade students will score at FCAT level 3 in science.

#### Targets Supported

- Science - Elementary School

#### Resources Available to Support the Goal

- Fusion Science and Gizmo

#### Targeted Barriers to Achieving the Goal

- Inadequate background knowledge.

### Plan to Monitor Progress Toward the Goal

Lessons plans will be used to show lessons implemented.

#### Person or Persons Responsible

Science teacher and administration will monitor progress towards the goal.

#### Target Dates or Schedule:

Lessons and assessments for the lessons will be used to monitor student understanding of the content presented.

#### Evidence of Completion:

Lesson plans, assessment data, and observations completed will be collected and used to report progress towards the goal at the end of the year.

**G16.** Science goal: 40% (22) of the 5th grade students will score at FCAT level 4 and 5

#### Targets Supported

- Science - Elementary School

#### Resources Available to Support the Goal

- Science Fusion and science curriculum

#### Targeted Barriers to Achieving the Goal

- Inadequate background knowledge

### Plan to Monitor Progress Toward the Goal

The lesson plans will be used to ensure implementation of the science curriculum and assessment data used to determine student understanding of the content.

#### Person or Persons Responsible

The science teacher and administration will monitor the progress towards the goal.

#### Target Dates or Schedule:

The lesson plans will be collected weekly and assessment data reported as testing is completed.

#### Evidence of Completion:

Lesson plans and assessment data will be collected and reported I weekly and bi- monthly team meetings to determine progress towards the goal.

**G17.** Science goal: Florida Alternate Assessment: 35% (2) of the identified students proficient in science will increase by at least 1% as evidenced by performance on the FAA

#### Targets Supported

- Science - Elementary School

#### Resources Available to Support the Goal

- SRA Snapshot Science Program

#### Targeted Barriers to Achieving the Goal

- Inadequate background knowledge

### Plan to Monitor Progress Toward the Goal

The Snapshot data collected will be reviewed and next steps determined for student progress to increase.

#### Person or Persons Responsible

Teachers and administration monitor the progress towards the goal.

#### Target Dates or Schedule:

Monitoring is scheduled weekly in team meetings.

#### Evidence of Completion:

The minutes of the team meetings will reflect the monitoring activities completed and the data collected and reported.

**G18.** STEM goal: Utilize STEM instructional activities given 3 times prior to FCAT to monitor student progress in science

#### Targets Supported

- STEM - All Levels

#### Resources Available to Support the Goal

- Clarification needed of the specific activities that can be scheduled and a calendar with STEM dates and activities for the year.

#### Targeted Barriers to Achieving the Goal

- Time to incorporate all the parts of the science program that need to happen to support student achievement. Aligning the program parts together into a daily, monthly and nine weeks schedule.

### Plan to Monitor Progress Toward the Goal

Lesson plans that reflect the Stem activities to be scheduled during the year

#### Person or Persons Responsible

School administrators, science teacher, district science advocate

#### Target Dates or Schedule:

Activities will be scheduled throughout the year to align with the curriculum.

#### Evidence of Completion:

Lesson plans and the list of activities with a participation percentage for students involved in the activities.

**G19.** Goal 1: 57% of all students, 83% of the 3-5 white subgroup, 60% of the 3-5 Hispanic subgroup, 67% of the black group, 66% of the ELL subgroup, 45% of the SWD subgroup & 57% of the economically disadvantaged group will make adequate progress in reading.

**Targets Supported**

**Resources Available to Support the Goal**

- Discovery Education simulations, Junior Great Books, Text dependent writing plans for SRA Imagine It stories

**Targeted Barriers to Achieving the Goal**

- Understanding of the new standards and an understanding of how to implement the text dependent writing strategies

**Plan to Monitor Progress Toward the Goal**

Disaggregated data collected for subgroups will be reviewed and recommendations made for instructional changes.

**Person or Persons Responsible**

Classroom teachers, administration, and reading coach

**Target Dates or Schedule:**

Weekly and bi-monthly team meetings with all participants

**Evidence of Completion:**

Minutes of meetings and curricular changes that need to be made for student progress to continue.

**G20.** Reading Goal 2a: 44% of the 3-5 grade students will score at proficiency (FCAT Level 3) in reading

**Targets Supported**

**Resources Available to Support the Goal**

- FCAT Testmaker and Think Central

**Targeted Barriers to Achieving the Goal**

- Understanding of the new standards

**Plan to Monitor Progress Toward the Goal**

Weekly tests used to determine student mastery and what actions are needed if mastery is not evident from the analysis of the data

**Person or Persons Responsible**

Teachers, administration, and the reading coach

**Target Dates or Schedule:**

Weekly and bi-monthly team meetings to review the data

**Evidence of Completion:**

Minutes of the team meetings and recommendations made to increase student mastery.

**G21. Reading Goal 2b: 18% (41) of the 3-5 grade students will score above proficiency level (4-5)**

**Targets Supported**

**Resources Available to Support the Goal**

- Pearson Successmaker

**Targeted Barriers to Achieving the Goal**

- Understanding of the new standards

**Plan to Monitor Progress Toward the Goal**

Pearson reports will be reviewed to identify students projected to reach target. Levels and acceptable performance that correlates to FCAT Level 4 and 5.

**Person or Persons Responsible**

Teachers, SM5 coordinator, administration, and the reading coach

**Target Dates or Schedule:**

Daily and weekly reports are used to measure progress.

**Evidence of Completion:**

Daily reports will be used by teachers to prescribe interventions for their students both whole and small group. Cumulative reports will be monitored by administration, the coordinator and the reading coach for identifying students projected to make a level 4 or 5 on FCAT.

**G22. Reading Goal 3: Florida Alternative Assessment: the percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA**

**Targets Supported**

**Resources Available to Support the Goal**

- SRA Reading Program

**Targeted Barriers to Achieving the Goal**

- Insufficient knowledge of the reading process.

**Plan to Monitor Progress Toward the Goal**

The data and reports collected are shared in bi-weekly team meetings and reviewed for progress towards the goal.

**Person or Persons Responsible**

Teachers, reading coach and administration will monitor.

**Target Dates or Schedule:**

Bi-weekly team meetings are scheduled for data review.

**Evidence of Completion:**

The team meeting minutes share the data results and review this information for determining further steps to meet the goal.

**G23. Reading Goal 4a: 60% of the 3-5 grade students will make learning gains in reading**

**Targets Supported**

**Resources Available to Support the Goal**

- SRA Reading

**Targeted Barriers to Achieving the Goal**

- Understanding of the new standards

**Plan to Monitor Progress Toward the Goal**

Aimsweb data and SRA assessments data will be used to determine instructional strategies.

**Person or Persons Responsible**

Teachers, Reading Coach, Administrators

**Target Dates or Schedule:**

Weekly SRA data and Aimsweb data three times a year

**Evidence of Completion:**

Minutes of team meetings will include discussion of need and strategies to be implemented.

**G24.**

**Targets Supported**

**Resources Available to Support the Goal**

**Targeted Barriers to Achieving the Goal**

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G25. Reading Goal C: 83% (48) of the lowest 25% will make learning gains in reading**

**Targets Supported**

**Resources Available to Support the Goal**

- SRA Reading Program

**Targeted Barriers to Achieving the Goal**

- Understanding of the new standards

### Plan to Monitor Progress Toward the Goal

Disaggregated data collected for subgroups will be reviewed and recommendations made for instructional changes.

**Person or Persons Responsible**

Teachers, Reading Coach, and Administrators.

**Target Dates or Schedule:**

Weekly and bi-weekly meetings with all participants.

**Evidence of Completion:**

Minutes of meetings and curricular changes that need to be made for student progress to continue.

**G26.** Reading Goal 5a: CELLA: The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance on the CELLA.

**Targets Supported**

**Resources Available to Support the Goal**

- CELLA

**Targeted Barriers to Achieving the Goal**

- Lack of differentiated instruction

### Plan to Monitor Progress Toward the Goal

Data is collected in reading from SRA, TDW, and Junior Great Books.

**Person or Persons Responsible**

Teachers, reading coach, and administration will monitor.

**Target Dates or Schedule:**

Data will be reported and reviewed in team meetings weekly and bi-monthly.

**Evidence of Completion:**

Minutes of the team meetings will reflect data shared and actions to be taken.

**G27.** Reading Goal 5b: CELLA: The percentage of ELL students proficient in reading will increase by at least 1% as evidenced by performance on the CELLA

**Targets Supported**

**Resources Available to Support the Goal**

- ELL Strategies

**Targeted Barriers to Achieving the Goal**

- Lack of proficiency in language

### Plan to Monitor Progress Toward the Goal

The data will be collected and reviewed for progress towards the goal.

**Person or Persons Responsible**

Teachers, reading coach, and administration will monitor.

**Target Dates or Schedule:**

Weekly and bi- monthly sharing of the data in team meetings.

**Evidence of Completion:**

The data from the CELLA will be reported to determine acquisition of the goal.

**G28. Reading Goal 5c: CELLA: The percentage of ELL students proficient in writing will increase by at least 1% as evidenced by performance on the CELLA**

**Targets Supported**

**Resources Available to Support the Goal**

- District Writing Program

**Targeted Barriers to Achieving the Goal**

- Lack of proficiency in the writing process and language usage

### Plan to Monitor Progress Toward the Goal

The data will be used to determine progress towards the goal for the ELL students.

**Person or Persons Responsible**

Teachers, district writing expert and administration will monitor the goal.

**Target Dates or Schedule:**

Data shared in team meetings weekly and bi-monthly.

**Evidence of Completion:**

WUR data and CELLA results will determine acquisition of the goal.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Increase participation in school activities to 35%

#### G1.B1 Difficult for parents to attend school functions based on lack of transportation.

**G1.B1.S1** A calendar of activities will be set by the PTO with specific activities and dates and a means of communication to parents to have a opportunity to participate and to be able to arrange transportation.

#### Action Step 1

Activities will be provided during the school year that are designed to build the capacity of parents to help their children, i.e. FCAT parent night, how to help with homework, health/wellness, family reading night, family forum, and will be scheduled at times convenient for parents to attend

#### Person or Persons Responsible

Principal, Assistant Principal, and PTO

#### Target Dates or Schedule

Continuously throughout the year

#### Evidence of Completion

Attendance data from every activity

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

The PTO will communicate monthly to parents what activities are planned and communicate this to parents.

#### Person or Persons Responsible

The PTO and administration will be responsible for monitoring this strategy.

#### Target Dates or Schedule

The calendar activities will be monitored monthly to communicate with parents in a timely manner.

#### Evidence of Completion

The participate sign in sheets for each activity will collected and recorded at the end of the year to determine if parent participation has increased.

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

The data will be collected from participant sign-in sheets for every parent activity held throughout the year.

### Person or Persons Responsible

The school administration will collect and prepare the data.

### Target Dates or Schedule

The data will be collected at the end of the school year and evaluated for an increase in parent participation.

### Evidence of Completion

The data will be reported to the PTO by the school administration after all parent activities have been completed.

**G2.** Students who miss 10% or more of available instructional time will be reduced by 8%.

### G2.B1 Apathy of parents towards daily attendance and being present for the instructional day

**G2.B1.S1** Attendance rate will be monitored in administrative and intervention meetings monthly using attendance data in Genesis to target students with excessive absences and tardies and apply the district attendance policy with the identified families.

### Action Step 1

Attendance will be monitored for changes in attendance with absences and tardies

### Person or Persons Responsible

Administration intervention team, Guidance counselor, social worker, secretary

### Target Dates or Schedule

Monthly reports will be reviewed and the appropriate action taken based on the data.

### Evidence of Completion

Monthly attendance data in Genesis will be collected calculated to determine the percent reduction in absences.

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

The attendance reports will be monitored monthly to check for increases and decreases in the number of absences for students.

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

Teachers, registrar, guidance counselor, and administration will monitor the policy.

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

Monitoring will occur each month.

#### **Evidence of Completion**

The attendance data will be collected and compiled for the year and percent of absences determined for meeting the goal.

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

The attendance will be monitored monthly for any changes in absentees and used to report progress towards the goal at the end of the year.

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

Registrar and guidance counselor will collect and prepare the data.

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

The attendance data will be collected monthly and compiled for a year end report.

#### **Evidence of Completion**

A report will be given at the end of the year to determine if the goal was met.

**G3.** The number of students who have been retained will be reduced by 4%

**G3.B1** Students who have not mastered prerequisite learning, are risk in reading and/or math, need interventions for reading and/or math on grade level successfully, have RTI issues, and do not have support for their learning at home.

**G3.B1.S1** Students will be identified as at risk for promotion to the next grade and monitored by nine weeks using the data in Pinpoint by the teachers and administration.

**Action Step 1**

Progress reports and report cards will be used to monitor academic problems of students.

**Person or Persons Responsible**

Teachers and administration will implement.

**Target Dates or Schedule**

Monthly, by nine weeks and at semesters will be the monitoring schedule.

**Evidence of Completion**

Teachers and administration will review report cards, progress alerts and academic history to determine if students will be promoted or retained and if the goal was met.

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

Report cards and student data will be monitored monthly, by nine weeks and year end.

**Person or Persons Responsible**

Teachers and administration will monitor.

**Target Dates or Schedule**

Monthly, by nine weeks, and throughout the academic year.

**Evidence of Completion**

Data in Pinpoint used to make promotion and retention decision as well as assessment data.

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

Data will be collected from Pinpoint each nine weeks to determine students' academic progress towards promotion or retention.

#### Person or Persons Responsible

Teachers and administration are responsible for collecting and preparing the data.

#### Target Dates or Schedule

Data will be collected at the end of each nine weeks to determine progress towards the goal.

#### Evidence of Completion

The report card data will be collected and reviewed to make final decisions about promotion or retention and whether the goal has been met.

**G4.** The number of students who are not proficient in reading by third grade will be reduced by 8%.

**G4.B1** Students who have not mastered prerequisite reading benchmarks and are at risk for reading on grade level. They have Tier 2 and Tier 3 intervention and are not at successful levels of performance in SM5, STAR and AR.

**G4.B1.S1** Students will be identified as being at risk from review of the data and interventions will be prescribed for their improvement in reading.

#### Action Step 1

Student will be identified as at risk of not being proficient readers and actions needed to support their academic improvements.

#### Person or Persons Responsible

Teachers, administration, and the Intervention Team will monitor.

#### Target Dates or Schedule

Monitoring will continue until FCAT and the end of the year.

#### Evidence of Completion

Student performance on FCAT and Pinpoint data used to determine proficiency in reading.

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

Daily and weekly academic data will be collected and reviewed for student performance and identification of those at risk of being proficient.

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

Teachers, administration, the Intervention Team and the reading coach are responsible for identifying and supporting this goal.

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

Monitoring occurs monthly throughout the year.

#### **Evidence of Completion**

Data will be collected and reviewed at year's end to determine progress towards the goal.

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

Academic data will be collected and reviewed monthly for student progress.

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

Teachers and administration will monitor these students.

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

The student performance data will be reviewed monthly until FCAT and the end of the year.

#### **Evidence of Completion**

The academic data will be reviewed and reported from FCAT results .

**G5.** The number of students who receive two or more behavior referrals will be reduced by 4%

**G5.B1** Lack of parent support, social issues, student apathy towards good behavior/rewards

**G5.B1.S1** The Positive Behavior Management Program (CHAMPS) will be implemented school-wide to reduce the number of school and out of school suspension.

**Action Step 1**

Discipline incidents will be reviewed and analyzed in administrative/intervention meetings using weekly classroom and CHAMPS data. The implementation of the CHAMPS Discipline Program will be reviewed in PBS meetings with administration and PBS Committee to make revisions or additions as needed

**Person or Persons Responsible**

Administration, RtI/MTSS intervention team, behavioral assistant

**Target Dates or Schedule**

Weekly, monthly and by nine weeks

**Evidence of Completion**

Educator's Handbook data, weekly CHAMPS data sheets, CHAMPS data, and PBS Committee minutes

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

Discipline data from Educator 's Handbook and CHAMPs data.

**Person or Persons Responsible**

Teachers, administration, PBS Committee, behavior assistants from the dis and the intervention Team

**Target Dates or Schedule**

Monthly reports to be reviewed.

**Evidence of Completion**

Data collected from all sources, reviewed, and reported.

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

CHAMPS program data will be collected throughout the year.

#### Person or Persons Responsible

Our guidance counselor will be responsible for collecting the data.

#### Target Dates or Schedule

Data will be collected weekly

#### Evidence of Completion

The data will be collected and reported at the end of the year.

**G6.** The number of students who receive one or more behavior referrals that lead to suspension will be reduced by 5%

### G6.B1 Teachers lack of classroom management

**G6.B1.S1** Teachers will utilize the classroom management program to improve student behavior.

#### Action Step 1

Discipline incidents will be reviewed and teacher actions discussed in intervention meetings

#### Person or Persons Responsible

Administrators, MTSS/RtI intervention team, behavioral assistant

#### Target Dates or Schedule

Weekly intervention team meetings

#### Evidence of Completion

Educator's Handbook and documentation from meetings

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

Teachers will use the CHAMPS Program to improve classroom management.

#### Person or Persons Responsible

Teacher and administration will monitor.

#### Target Dates or Schedule

Daily, week , monthly and at the end of the year.

#### Evidence of Completion

Discipline data will be collected and reviewed by the the teachers, guidance counselor and administration to report progress towards the goal.

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

Discipline data will be collected.

### Person or Persons Responsible

The guidance counselor and administration will monitor the strategy.

### Target Dates or Schedule

Weekly, monthly, by nine weeks, and at the end for the year.

### Evidence of Completion

Discipline data collected, reviewed and reported towards the goal.

**G7.** Math Goal 3.1.a:66% of all 3-5 students, 63% of black students, 92% of the white students, 91% of Hispanic students, 89% of ELL students, 52% of SWD students & 66% of economically disadvantaged students will make adequate progress in math

## G7.B1 Lack of understanding of the new standards

**G7.B1.S1** Teachers will provide a 50 minute math block with teacher directed lessons and differentiated activities.

### Action Step 1

Students will have a 50 minute math block daily with a directed lesson and differentiated activities.

### Person or Persons Responsible

The math teachers will implement the strategy.

### Target Dates or Schedule

This strategy will continue throughout the school year.

### Evidence of Completion

Weekly team meetings and bi-monthly administrative meetings will be scheduled to review the math data and makes curricular changes as needed.

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

Weekly math data will be collected and reviewed.

#### Person or Persons Responsible

The math teachers and administration will monitor.

#### Target Dates or Schedule

Monitoring occurs weekly and data is updated in Pinpoint weekly.

#### Evidence of Completion

Minutes from the team meetings will reflect the data that was collected and reported.

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

The math data will include chapter test results and weekly benchmark assessment results.

#### Person or Persons Responsible

Teachers and administration are responsible for monitoring.

#### Target Dates or Schedule

The data will be collected and reviewed weekly.

#### Evidence of Completion

The minutes of the team meetings will reflect curricular actions to be taken.

**G8.** Math goal 3.1.b: 35% (81) of the 3-5 grade students will score at proficiency (FCAT Level 3) in math

### G8.B1 Understanding of the new standards

**G8.B1.S1** Students will be assessed on a math benchmark test weekly from Go Math or FCAT Testmaker to check mastery of the instruction.

#### Action Step 1

Assessments will be produced for grades 3-5 weekly for benchmark assessing.

#### Person or Persons Responsible

Teachers and Administration will monitor the strategy.

#### Target Dates or Schedule

Administrative team will monitor the effectiveness of the weekly assessments through lesson plans, observation, and bi-month

#### Evidence of Completion

Assessment data will be monitored in Pinpoint.

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

Weekly assessment data will be used to identify students' differentiated instructional needs.

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

Teachers and administration will monitor.

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

Data will be collected weekly prior to FCAT.

#### **Evidence of Completion**

Minutes of team meetings will reflect the data that was collected and reported.

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

Data will be collected weekly from FCAT Testmaker Assessments and data analysis reviewed to see student mastery of the benchmarks taught. The data will be used to drive instructional differentiation strategies for re-tracing and re-assessing.

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

Teachers, tech con and administration will monitor.

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

The data will be run weekly and data analysis will occur weekly and or bi-weekly in team meetings.

#### **Evidence of Completion**

Minutes of the data analysis team meeting to determine next steps.

**G9. Math goal 3.1.c.: 20% (46) of the 3-5 grade students will score above proficiency (FCAT Level 4) in math**

**G9.B1 Understanding of the new standards**

**G9.B1.S1** All 3-5 students will receive 35 minutes of Pearson SM5 in reading and math daily 5 days a week.

**Action Step 1**

All 3-5 classes will be scheduled daily for Pearson Successmaker in 35 minute sessions

**Person or Persons Responsible**

Administrators, Pearson Coordinator, District Pearson Coordinator

**Target Dates or Schedule**

bi-monthly administrative team meetings

**Evidence of Completion**

District and school Pearson reports and data collection

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

All 3-5 classes will be scheduled daily for Pearson Successmaker in 35 minute sessions with 15 minutes of math.

**Person or Persons Responsible**

Teachers and SM5 coordinator will monitor

**Target Dates or Schedule**

Daily using the Last Session Report and weekly using the cumulative report.

**Evidence of Completion**

Reports will be monitored by teachers daily and weekly for student mastery of criteria based on target levels and acceptable performance of students.

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

Pearson Last Session and Cumulative Reports to monitor for program target levels and acceptable performance that correlates to FCAT levels 4 and 5. Interventions will be provided for students below target levels.

#### Person or Persons Responsible

Teachers, SM5 Coordinator, and administration will monitor.

#### Target Dates or Schedule

Last Session daily reports and cumulative reports weekly to measure progress.

#### Evidence of Completion

Daily reports will be used by teachers to prescribe interventions for students. Cumulative reports will be monitored by administration, the SM5 coordinator, and teachers for identifying students projected to make a level 4 or 5 on FCAT.

**G10.** Math goal 3.1.d: 100% of identified students proficient in math will increase by 1% as evidenced by performance on the FAA

### G10.B1 Understanding of the new standards

**G10.B1.S1** The FAA students will be instructed using SRA Number Worlds to increase acquisition of math benchmarks.

#### Action Step 1

Daily lessons will be taught to reinforce math concepts identified as needing remediation.

#### Person or Persons Responsible

Teachers will implement the strategy.

#### Target Dates or Schedule

Daily lessons will be taught using Number Worlds throughout the school year.

#### Evidence of Completion

Data will be collected and reviewed to determine student progress.

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

Data will be collected from daily lesson in Number Worlds to determine student progress.

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

Teachers and administration will monitor.

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

Weekly team meetings will be scheduled to collect and review data from daily lessons.

#### **Evidence of Completion**

Data will be collected and reviewed to determine student progress.

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

Daily lesson data and text assessments will be collected and reviewed to determine success of implementation.

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

Teachers and administration will monitor and prepare data.

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

Number World data will be collected and reviewed weekly in team meetings.

#### **Evidence of Completion**

The minutes of the team meetings will reflect next steps in meeting the goal.

**G11. Math goal 3.1.e: 60% (138) of the 3-5 grade students will make learning gains in math**

**G11.B1 Lack of understanding of the new standards**

**G11.B1.S1** Utilize FCAT simulations to provide differentiated activities to increase math proficiency by standard

**Action Step 1**

The simulations will be used to identify differentiated activities to improve learning gains.

**Person or Persons Responsible**

Teachers will implement simulations.

**Target Dates or Schedule**

FCAT simulations will be given in October 2013 and February of 2014.

**Evidence of Completion**

Test results will be available and data collected for review in weekly and bi-monthly team meetings.

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

The simulations will be monitored to provide FCAT-like testing conditions and student data.

**Person or Persons Responsible**

Teachers, administration and testing coordinator will monitor implementation.

**Target Dates or Schedule**

Tests will be given in October and February.

**Evidence of Completion**

Simulation data will be collected and reviewed.

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

FCAT Discovery Education simulation assessments will be given and the results used to drive instruction.

### Person or Persons Responsible

Teachers and administration will monitor.

### Target Dates or Schedule

Data will be collected in October and February from completed simulations.

### Evidence of Completion

Simulation data will be collected and reviewed to identify differentiated activities to increase learning gains.

## G12. Math goal 3.1.f: 75% (44) or more of the 3-5 lowest 25% will make learning gains in FCAT math

### G12.B1 Lack of understanding of the new standards

**G12.B1.S1** A 25 minute block will be provided to instruct, reteach and retest the lowest 25% of our 3-5 grade students.

### Action Step 1

A 25 minute differentiated block of math intervention time will be provided to the lowest 25% of our 3-5 grade students to receive instruction, to reteach and reassess as needed to improve math levels.

### Person or Persons Responsible

The math teachers in grades 3-5 will implement the 25 minute block of differentiated activities.

### Target Dates or Schedule

Daily throughout the school year

### Evidence of Completion

Evidence from Go Math, FCAT Testmaker, Data Director assessments, district assessments and simulations will be collected.

### **Plan to Monitor Fidelity of Implementation of G12.B1.S1**

The 25 minute differentiated block will be monitored through observations and data collection of student performance.

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

The teachers, administration and district math advocate will monitor.

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

The strategy will be monitored throughout the school year.

#### **Evidence of Completion**

Observation data, team minutes of data shared and actions taken.

### **Plan to Monitor Effectiveness of G12.B1.S1**

The 25 minute differentiated math block will be monitored through observation and data collection of student performance.

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

The teachers and administration will collect and prepare data.

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

The differentiated activities will be monitored throughout the school year.

#### **Evidence of Completion**

Data from the differentiated activities will be collected and evaluated.

**G13.** Writing goal: 65% (61) or better of the 4th grade students will write at 3.0 or higher in writing

**G13.B1** Inadequate background knowledge of the writing process

**G13.B1.S1** A 50 minute daily writing block will be provided for all 4th graders

**Action Step 1**

Writing prompts, writing instruction and WUR assessments will be used to increase student mastery of the writing process prior to FCAT.

**Person or Persons Responsible**

The fourth grade writing teachers will implement the writing program.

**Target Dates or Schedule**

Weekly prior to FCAT the writing program will be implemented.

**Evidence of Completion**

Bi-weekly prompts, lesson plans, and WUR data will be collected and reviewed to monitor completion of the strategy.

**Facilitator:**

District writing coordinator in monthly meetings.

**Participants:**

The fourth grade writing teachers will participate monthly in scheduled meetings.

**Plan to Monitor Fidelity of Implementation of G13.B1.S1**

Monthly writing prompts will be given after writing instruction is completed daily and district WUR given to assess students' proficiency in the writing process.

**Person or Persons Responsible**

The fourth grade science teachers and administration will monitor?

**Target Dates or Schedule**

Weekly monitoring of the strategy prior to FCAT.

**Evidence of Completion**

Weekly lesson plans, data collected from bi-monthly writing prompts and WUR data will be collected and reviewed in bi-monthly administrative team meetings.

### Plan to Monitor Effectiveness of G13.B1.S1

Data from bi-weekly writing prompts and district WUR will be collected along with weekly lesson plans.

#### Person or Persons Responsible

The fourth grade writing teachers, administration and the district writing coordinator will monitor.

#### Target Dates or Schedule

Weekly, bi-weekly and bi-monthly collection and review of data will be completed.

#### Evidence of Completion

The data will be collected and reviewed in bi-monthly administrative team meetings and actions needed reported.

**G14.** Writing goal: Florida Alternate Assessment: The percentage of identified students proficient in writing will increase by at least 1% as evidenced by performance on the FAA

**G14.B1** Inadequate background knowledge of the writing process

**G14.B1.S1** Teachers will provide 30 minutes of writing instruction daily.

#### Action Step 1

Students will be given small group instruction in the writing process.

#### Person or Persons Responsible

Writing Teachers, ESE support personnel, and Administration will implement the strategy.

#### Target Dates or Schedule

Writing samples will be scored and reviewed bi-monthly in administrative team meetings

#### Evidence of Completion

School and district writing prompts will be collected and reviewed for student progress

#### Facilitator:

District writing coordinator

#### Participants:

4th grade teachers

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

Bi-monthly team meetings are scheduled to review student writing using the writing process.

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

Writing teachers and ESE support personnel will implement the strategy.

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

Writing prompts will be scored and reviewed.

#### **Evidence of Completion**

The minutes of the bi-monthly team meetings will reflect review of data actions needed.

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

Bi-monthly writing prompts will be used to monitor student progress on the writing process prior to alternative assessment.

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

Writing teachers, ESE teachers, and administration will monitor.

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

Bi-monthly writing prompts given to students.

#### **Evidence of Completion**

Bi-monthly team meetings are scheduled to collect and review the data for progress towards the goal.

**G15.** Science goal 4.1:35% (20) of the 5th grade students will score at FCAT level 3 in science.

**G15.B1** Inadequate background knowledge.

**G15.B1.S1** The teacher helps students deepen their knowledge of science through use of the district curriculum integrated with Fusion Science and Gizmo lessons.

**Action Step 1**

Lessons planned that align with the science curriculum and incorporate the science text and Gizmo activities to deepen student knowledge of the content covered.

**Person or Persons Responsible**

The science teacher will implement the science curriculum.

**Target Dates or Schedule**

The science curriculum with Fusion and Gizmo lessons will be taught throughout the year.

**Evidence of Completion**

Lesson plans and observation will be used to monitor implementation of the strategy.

**Facilitator:**

Gizmo consultant

**Participants:**

Science and math teachers

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

Lesson plans will be used to monitor the implementation of the science curriculum.

**Person or Persons Responsible**

The science teacher, administration and district science advocate will monitor.

**Target Dates or Schedule**

Weekly lesson plans will be submitted and observation completed throughout the year.

**Evidence of Completion**

Lesson plans and iObsevation data will be collected and reported as evidence of completion.

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

Lesson plans reflecting the integration of the Fusion Science text and Gizmo will be collected.

### Person or Persons Responsible

The science teacher and administration will be responsible for the data.

### Target Dates or Schedule

The data will be collected and evaluated weekly in lesson plans and at least 3 observations completed of science lessons.

### Evidence of Completion

The data will be collected weekly and observations documented during the year to report completion of the strategy.

**G16.** Science goal: 40% (22) of the 5th grade students will score at FCAT level 4 and 5

### G16.B1 Inadequate background knowledge

**G16.B1.S1** Students will show their understanding of the science content presented on assessments aligned with the curriculum.

### Action Step 1

The science curriculum will be used to cover content and accompanying assessments will be used to measure student understanding of the content.

### Person or Persons Responsible

The science teacher will present science instruction and administer the aligned assessments to check for student understanding.

### Target Dates or Schedule

The science curriculum and assessments will be covered prior to FCAT testing.

### Evidence of Completion

The strategy will be monitored prior to FCAT.

### **Plan to Monitor Fidelity of Implementation of G16.B1.S1**

Lesson plans and assessment data will be used to monitor the strategy.

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

The science teacher and administration will monitor the strategy.

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

Monitoring will continue prior to FCAT.

#### **Evidence of Completion**

Evidence of completion will include lesson plans collected and the data from assessments documented in Pinpoint.

### **Plan to Monitor Effectiveness of G16.B1.S1**

Lesson plans and assessments data will be collected.

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

The science teacher and administration will monitor the strategy.

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

The data will be collected weekly and as assessments are scheduled.

#### **Evidence of Completion**

The data will be collected and reported in weekly and bi- monthly team meetings.

**G17.** Science goal: Florida Alternate Assessment: 35% (2) of the identified students proficient in science will increase by at least 1% as evidenced by performance on the FAA

**G17.B1** Inadequate background knowledge

**G17.B1.S1** Provide a 30 minute block of science instruction using Fusion with supplemental materials as needed (Gizmo, SRA Snapshot)

**Action Step 1**

SRA Snapshot Science Program will be used to reinforce Science concepts being covered in Fusion.

**Person or Persons Responsible**

Teachers will implement program.

**Target Dates or Schedule**

Weekly lessons will be implemented with FAA students

**Evidence of Completion**

Assessment data from the Snapshot Program

**Plan to Monitor Fidelity of Implementation of G17.B1.S1**

Program data will be used to determine student progress towards the goal.

**Person or Persons Responsible**

Teachers and administrators will monitor implementation of the strategy.

**Target Dates or Schedule**

Weekly monitoring of lessons and assessments will be collected and reviewed.

**Evidence of Completion**

Snapshot data will be shared in team meetings to report progress towards the goal.

### Plan to Monitor Effectiveness of G17.B1.S1

Snapshot Program data will be collected and reported to determine next steps in goal acquisition.

#### Person or Persons Responsible

Teachers and administration will collect and prepare data.

#### Target Dates or Schedule

Weekly team meetings are scheduled for data review.

#### Evidence of Completion

The Snapshot data will be reviewed weekly to monitor student progress and to determine next steps towards the goal.

**G17.B1.S2** Weekly assessments will be given to monitor mastery of the benchmarks covered per week prior to FCAT to guide instruction.

#### Action Step 1

##### Person or Persons Responsible

Administrators

##### Target Dates or Schedule

Results will be reviewed in bi-monthly team meetings to discuss student progress

##### Evidence of Completion

Assessment data from FCAT Testmaker, Data Director, Fusion, and Study Island

### Plan to Monitor Fidelity of Implementation of G17.B1.S2

#### Person or Persons Responsible

#### Target Dates or Schedule

#### Evidence of Completion

## Plan to Monitor Effectiveness of G17.B1.S2

### Person or Persons Responsible

### Target Dates or Schedule

### Evidence of Completion

**G18.** STEM goal: Utilize STEM instructional activities given 3 times prior to FCAT to monitor student progress in science

**G18.B1** Time to incorporate all the parts of the science program that need to happen to support student achievement. Aligning the program parts together into a daily, monthly and nine weeks schedule.

**G18.B1.S1** STEM activities will be utilized in daily instruction prior to FCAT.

### Action Step 1

Lesson plans that incorporate STEM activities throughout the year.

#### Person or Persons Responsible

Administrators, Science Teacher

#### Target Dates or Schedule

STEM activities will be reviewed and instruction aligned to improve areas of need?

#### Evidence of Completion

Assessment data, STEM activities and participation rate.

#### Facilitator:

District science and math advocates, district consultants, outside consultants as needed.

#### Participants:

STEM training and STEM meetings with district advocates.

### **Plan to Monitor Fidelity of Implementation of G18.B1.S1**

The science teacher will integrate STEM activities in his annual lesson plans.

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

The science teacher and administration will monitor.

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

Throughout the year, the STEM activities will be implemented in the science curriculum and each activity will be monitored by the science teacher and administration.

#### **Evidence of Completion**

A list of activities completed and the percent of student participation will be collected and reported to administration to keep on file.

### **Plan to Monitor Effectiveness of G18.B1.S1**

The data will be the STEM activities planned and completed with students. And the student anticipation rate for each.

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

The science teacher will collect and prepare the data.

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

The STEM activities will be scheduled throughout the year and monitored when each activity takes place.

#### **Evidence of Completion**

The file of activities completed with the percent of student participation will be collected and reported at the end of the year.

**G19.** Goal 1: 57% of all students, 83% of the 3-5 white subgroup, 60% of the 3-5 Hispanic subgroup, 67% of the black group, 66% of the ELL subgroup, 45% of the SWD subgroup & 57% of the economically disadvantaged group will make adequate progress in reading.

**G19.B1** Understanding of the new standards and an understanding of how to implement the text dependent writing strategies

**G19.B1.S1** Teachers will provide a 90 minute reading block with teacher directed lessons, Junior Great Books, Text Dependent Writing and differentiated activities.

**Action Step 1**

SRA, Junior Great Books, TDW materials will be used in the 90 minute reading block.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Daily throughout the school year

**Evidence of Completion**

Lesson plans, weekly team meetings to discuss and evaluate progress

**Facilitator:**

Junior Great Book consultants, District Jr Great Book trainers

**Participants:**

new teachers

**Plan to Monitor Fidelity of Implementation of G19.B1.S1**

Data will be collected for subgroups to be reviewed

**Person or Persons Responsible**

Teachers, Administrators, Reading Coach

**Target Dates or Schedule**

Weekly and bi-monthly meetings with all participants

**Evidence of Completion**

Minutes of meetings with curricular changes to be made for student progress to continue.

### Plan to Monitor Effectiveness of G19.B1.S1

SRA, Junior Great Book, TDW assessment will be collected to determine changes in instruction.

#### Person or Persons Responsible

Teachers, Administrators, Reading Coach

#### Target Dates or Schedule

Weekly and bi-weekly at team meetings

#### Evidence of Completion

Minutes of team meetings and recommendations made to increase student mastery.

**G20. Reading Goal 2a:** 44% of the 3-5 grade students will score at proficiency (FCAT Level 3) in reading

### G20.B1 Understanding of the new standards

**G20.B1.S1** Weekly assessments will be used in grades 3-5 to expose students to the tested benchmarks on FCAT, drive instruction, and increase proficiency.

#### Action Step 1

Assessments will be produced for grades 3-5 weekly for benchmark testing.

#### Person or Persons Responsible

Teachers, Reading Coach

#### Target Dates or Schedule

Administrative team will monitor the effectiveness of the weekly assessments through lesson plans, observation and bi-monthly team meetings

#### Evidence of Completion

Assessment data will be monitored in Pinpoint.

### Plan to Monitor Fidelity of Implementation of G20.B1.S1

Data will be collected and reviewed weekly using FCATTestmaker assessments.

#### Person or Persons Responsible

Classroom teachers, administration, and the reading coach

#### Target Dates or Schedule

Weekly data collected and data analysis done from assessments

#### Evidence of Completion

Minutes of the team meetings with action to be taken for researching and retesting.

### Plan to Monitor Effectiveness of G20.B1.S1

Data will be collected from the weekly FCAT Testmaker Assessments and data analysis reviewed to see student mastery of the benchmarks taught. The data will be used to drive instructional differentiation strategies for reteaching and re-assessing.

#### Person or Persons Responsible

Teachers, tech con, reading coach

#### Target Dates or Schedule

The data will be run weekly and data analysis will occur weekly and or bi-weekly team meetings.

#### Evidence of Completion

Minutes of the data analysis team meeting to determine next steps, Pinpoint grades will be monitored.

**G21. Reading Goal 2b: 18% (41) of the 3-5 grade students will score above proficiency level (4-5)**

### G21.B1 Understanding of the new standards

**G21.B1.S1** All 3-5 students will receive 35 minutes of Pearson SM5 in reading and math five days a week

#### Action Step 1

All 3-5 classes will have daily computer lab time for 35 minutes.

#### Person or Persons Responsible

Administrator, Teachers

#### Target Dates or Schedule

Daily throughout the school year

#### Evidence of Completion

Daily Last Session reports and weekly Cumulative reports will be reviewed

#### Facilitator:

School site coordinator

#### Participants:

new teachers

### **Plan to Monitor Fidelity of Implementation of G21.B1.S1**

All 3-5 classes will be scheduled daily for Pearson Successmaker in 35 minute sessions

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

Teachers and SM5 coordinator

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

Daily using the Last Session Report and weekly using the Cumulative Report.

#### **Evidence of Completion**

Reports will be monitored by teachers daily and weekly for student mastery of criteria based on target levels and acceptable performance by individual students.

### **Plan to Monitor Effectiveness of G21.B1.S1**

Pearson Last Session and Cumulative reports to monitor for program target levels and acceptable performance that correlates to FCAT levels 4 and 5.. Interventions will be provided for students below target levels.

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

Teachers, SM5 coordinator, reading coach, and administration

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

Last Session daily reports and cumulative reports weekly to measure progress.

#### **Evidence of Completion**

Daily reports will be used by teachers to prescribe interventions for students. Cumulative reports will be monitored by administration, the coordinator and the reading coach for identifying students projected to make a level 4 or 5 on FCAT.

**G22.** Reading Goal 3: Florida Alternative Assessment: the percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA

**G22.B1** Insufficient knowledge of the reading process.

**G22.B1.S1** Students will assessed using AIMSweb and Carbo to monitor the mastery of state standards and drive instruction.

**Action Step 1**

Aimsweb will be used to monitor bi-weekly. Carbo will be continuously assessed by program timelines.

**Person or Persons Responsible**

Administrators, Reading Coach, Teachers

**Target Dates or Schedule**

Weekly and bi-monthly meetings with all participants.

**Evidence of Completion**

Minutes of data review team meetings and recommendations made to increase student mastery.

**Facilitator:**

Reading Coach

**Participants:**

New teachers

**Plan to Monitor Fidelity of Implementation of G22.B1.S1**

Aimsweb and Carbo data will be reviewed

**Person or Persons Responsible**

Teachers, Administrators

**Target Dates or Schedule**

Data will be reviewed at bi-weekly meetings.

**Evidence of Completion**

Aimsweb reports will be collected and Carbo data will be shared in team meetings.

### Plan to Monitor Effectiveness of G22.B1.S1

Aimsweb reports and Carbo data will be collected, reviewed and monitored for implementation of the strategy.

#### Person or Persons Responsible

Teachers and the reading coach will monitor.

#### Target Dates or Schedule

Reports and data are collected bi-weekly to share in team meetings.

#### Evidence of Completion

Minutes of the meetings reflect the data and reports shared and further action to be implemented.

### G23. Reading Goal 4a: 60% of the 3-5 grade students will make learning gains in reading

#### G23.B1 Understanding of the new standards

**G23.B1.S1** Utilize AIMSweb and weekly SRA reading assessment data to provide differentiated instruction for an additional 40 minutes to supplement the 50 minute reading block using specific learning activities, intensive interventions and enrichment.

#### Action Step 1

Aimsweb and weekly SRA data will be used to identify students' instructional needs

#### Person or Persons Responsible

Teachers and reading coach will implement the strategy.

#### Target Dates or Schedule

Student progress is monitored in weekly and bi-monthly administrative/intervention team meetings.

#### Evidence of Completion

Aimsweb and SRA data reports will be reviewed and instructional strategies identified towards student mastery.

### **Plan to Monitor Fidelity of Implementation of G23.B1.S1**

Aimsweb and SRA assessment data will be used to identify students' differentiated instructional needs.

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

Teachers and Reading Coach

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

SRA data will be collected weekly and Aimsweb will be collected three times a year.

#### **Evidence of Completion**

Aimsweb and SRA data reports will be reviewed and instructional strategies identified for differentiated instructional activities.

### **Plan to Monitor Effectiveness of G23.B1.S1**

Aimsweb and SRA data will be collected. Program targets will be used to measure success.

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

Teachers, Administrators, Reading Coach

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

Weekly SRA data and Aimsweb three times a year

#### **Evidence of Completion**

Minutes of team meetings will include discussion of need and strategies to be implemented.

**G25. Reading Goal C: 83% (48) of the lowest 25% will make learning gains in reading**

**G25.B1 Understanding of the new standards**

**G25.B1.S1** A 40 minute reading block will be provided to instruct, reteach and retest the Lowest 25% of our 3-5 students daily.students

**Action Step 1**

A 40 minute differentiated block of reading intervention will be provided to the lowest 25% of our 3-5 students to receive instruction, to reteach and reassess as needed to improve reading levels.

**Person or Persons Responsible**

The reading teachers in grades 3-5 will implement the 40 minute block of intervention with students.

**Target Dates or Schedule**

Daily throughout the year as part of the reading block.

**Evidence of Completion**

This strategy will be monitored throughout the school year.

**Plan to Monitor Fidelity of Implementation of G25.B1.S1**

The 40 minute intervention reading block will be monitored through observation and data collection of student performance in the intervention program.

**Person or Persons Responsible**

The teachers, administration, and the reading coach will monitor.

**Target Dates or Schedule**

The strategy will be monitored throughout the school year.

**Evidence of Completion**

Observation data, team minutes of data shared and actions taken, and intervention data collected and reported.

### Plan to Monitor Effectiveness of G25.B1.S1

Data reports from the intervention reading block time will be collected. Program benchmarks will be used to measure mastery and success.

#### Person or Persons Responsible

Teachers, Reading Coach, and administrators will collect and prepare data.

#### Target Dates or Schedule

Evidence data will be collected and reported after monitoring activities are completed.

#### Evidence of Completion

Data from intervention program reports will be collected and evaluated.

**G26.** Reading Goal 5a: CELLA: The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance on the CELLA.

### G26.B1 Lack of differentiated instruction

#### G26.B1.S1 Provide ELL strategies to improve delivery of instruction

##### Action Step 1

SRA reading

#### Person or Persons Responsible

Administrative team, Guidance Counselor

#### Target Dates or Schedule

Teachers collect formal/informal data regarding progress of ELL students. Teachers utilize data to modify/adjust instruction to increase student progress.

#### Evidence of Completion

Data collection documented/on file Lesson plans with ELL strategies

### Plan to Monitor Fidelity of Implementation of G26.B1.S1

Reading data will be used to monitor the strategy.

#### Person or Persons Responsible

Teachers, reading coach, and administration will monitor the strategy.

#### Target Dates or Schedule

Monitoring will occur daily and weekly in reading.

#### Evidence of Completion

Data will be collected and reported on the CELLA.

### Plan to Monitor Effectiveness of G26.B1.S1

SRA reading data will be collected

#### Person or Persons Responsible

Teachers and the reading coach will monitor.

#### Target Dates or Schedule

Data will be collected and evaluated daily and weekly.

#### Evidence of Completion

Data will be collected and reported in team meetings weekly and bi- monthly.

**G27.** Reading Goal 5b: CELLA: The percentage of ELL students proficient in reading will increase by at least 1% as evidenced by performance on the CELLA

### G27.B1 Lack of proficiency in language

#### G27.B1.S1 Utilize ELL strategies to improve language acquisition

##### Action Step 1

Reading data will be collected to determine language acquisition.

#### Person or Persons Responsible

Teachers and Reading Coach will monitor.

#### Target Dates or Schedule

Teachers will assess achievement of reading goals daily and weekly during the 90 minute reading block.

#### Evidence of Completion

Lesson plans with ELL strategies and review of weekly assessment data.

### **Plan to Monitor Fidelity of Implementation of G27.B1.S1**

Data will be collected in reading daily and weekly.

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

Teachers and the reading coach will monitor.

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

Daily and weekly data collected on language acquisition.

#### **Evidence of Completion**

The evidence will be reported from the results of the CELLA.

### **Plan to Monitor Effectiveness of G27.B1.S1**

SRA reading data will be collected.

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

Teachers, reading coach and administrators will monitor the strategy.

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

Monitoring will occur daily and weekly.

#### **Evidence of Completion**

Results of the CELLA will determine proficiency.

**G28. Reading Goal 5c: CELLA:** The percentage of ELL students proficient in writing will increase by at least 1% as evidenced by performance on the CELLA

**G28.B1** Lack of proficiency in the writing process and language usage

**G28.B1.S1** Utilize ELL strategies to improve writing ability

**Action Step 1**

Writing will be taught and assessed daily and weekly. This data will be collected used to monitor writing progress.

**Person or Persons Responsible**

Administrative team and Writing Teachers will monitor

**Target Dates or Schedule**

Students will receive 90 minutes of specific writing instruction in writing process, rubric/grammar, weekly simulated practice with writing prompts daily and weekly.

**Evidence of Completion**

Data will be shared in team meetings weekly and bi-monthly to review the data and determine curricular changes.

**Plan to Monitor Fidelity of Implementation of G28.B1.S1**

The writing data will be collected daily, weekly, and monthly.

**Person or Persons Responsible**

Writing teachers

**Target Dates or Schedule**

Data is collected and monitored daily, weekly, and monthly.

**Evidence of Completion**

The WUR data will be used to determine progress towards the goal.

## **Plan to Monitor Effectiveness of G28.B1.S1**

Data will be collected to determine students proficiency in writing.

### **Person or Persons Responsible**

Writing teachers will collect and prepare data.

### **Target Dates or Schedule**

Monitoring occurs daily, weekly and monthly.

### **Evidence of Completion**

Data will be collected and reported in team meetings to monitor progress towards the goal.

## Coordination and Integration

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

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

#### Title 1, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

#### Title 1, Part C Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title 1, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention and Neglected and Delinquent programs.

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at district schools are used to provide professional development.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

#### Title X Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals, for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Title I provides a resource teacher to support the Title I students in non-Title I schools.

#### Supplemental Academic Instruction

ARRA funds will be used to provide an early intervention First Grade Summer Reading Academy school for Level 1 readers for 2013-2014.

21st Century After School grant funds will be used to expand supplemental services after school and during the summer to support Level 1 and Level 2 students.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

#### Nutrition Programs

N/A

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12.

#### Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other  
N/A

## 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.*

**G13.** Writing goal: 65% (61) or better of the 4th grade students will write at 3.0 or higher in writing

**G13.B1** Inadequate background knowledge of the writing process

**G13.B1.S1** A 50 minute daily writing block will be provided for all 4th graders

### PD Opportunity 1

Writing prompts, writing instruction and WUR assessments will be used to increase student mastery of the writing process prior to FCAT.

#### Facilitator

District writing coordinator in monthly meetings.

#### Participants

The fourth grade writing teachers will participate monthly in scheduled meetings.

#### Target Dates or Schedule

Weekly prior to FCAT the writing program will be implemented.

#### Evidence of Completion

Bi-weekly prompts, lesson plans, and WUR data will be collected and reviewed to monitor completion of the strategy.

**G14.** Writing goal: Florida Alternate Assessment: The percentage of identified students proficient in writing will increase by at least 1% as evidenced by performance on the FAA

**G14.B1** Inadequate background knowledge of the writing process

**G14.B1.S1** Teachers will provide 30 minutes of writing instruction daily.

**PD Opportunity 1**

Students will be given small group instruction in the writing process.

**Facilitator**

District writing coordinator

**Participants**

4th grade teachers

**Target Dates or Schedule**

Writing samples will be scored and reviewed bi-monthly in administrative team meetings

**Evidence of Completion**

School and district writing prompts will be collected and reviewed for student progress

**G15.** Science goal 4.1:35% (20) of the 5th grade students will score at FCAT level 3 in science.

**G15.B1** Inadequate background knowledge.

**G15.B1.S1** The teacher helps students deepen their knowledge of science through use of the district curriculum integrated with Fusion Science and Gizmo lessons.

**PD Opportunity 1**

Lessons planned that align with the science curriculum and incorporate the science text and Gizmo activities to deepen student knowledge of the content covered.

**Facilitator**

Gizmo consultant

**Participants**

Science and math teachers

**Target Dates or Schedule**

The science curriculum with Fusion and Gizmo lessons will be taught throughout the year.

**Evidence of Completion**

Lesson plans and observation will be used to monitor implementation of the strategy.

**G18.** STEM goal: Utilize STEM instructional activities given 3 times prior to FCAT to monitor student progress in science

**G18.B1** Time to incorporate all the parts of the science program that need to happen to support student achievement. Aligning the program parts together into a daily, monthly and nine weeks schedule.

**G18.B1.S1** STEM activities will be utilized in daily instruction prior to FCAT.

**PD Opportunity 1**

Lesson plans that incorporate STEM activities throughout the year.

**Facilitator**

District science and math advocates, district consultants, outside consultants as needed.

**Participants**

STEM training and STEM meetings with district advocates.

**Target Dates or Schedule**

STEM activities will be reviewed and instruction aligned to improve areas of need?

**Evidence of Completion**

Assessment data, STEM activities and participation rate.

**G19.** Goal 1: 57% of all students, 83% of the 3-5 white subgroup, 60% of the 3-5 Hispanic subgroup, 67% of the black group, 66% of the ELL subgroup, 45% of the SWD subgroup & 57% of the economically disadvantaged group will make adequate progress in reading.

**G19.B1** Understanding of the new standards and an understanding of how to implement the text dependent writing strategies

**G19.B1.S1** Teachers will provide a 90 minute reading block with teacher directed lessons, Junior Great Books, Text Dependent Writing and differentiated activities.

### **PD Opportunity 1**

SRA, Junior Great Books, TDW materials will be used in the 90 minute reading block.

#### **Facilitator**

Junior Great Book consultants, District Jr Great Book trainers

#### **Participants**

new teachers

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

Daily throughout the school year

#### **Evidence of Completion**

Lesson plans, weekly team meetings to discuss and evaluate progress

**G21. Reading Goal 2b: 18% (41) of the 3-5 grade students will score above proficiency level (4-5)**

**G21.B1 Understanding of the new standards**

**G21.B1.S1** All 3-5 students will receive 35 minutes of Pearson SM5 in reading and math five days a week

**PD Opportunity 1**

All 3-5 classes will have daily computer lab time for 35 minutes.

**Facilitator**

School site coordinator

**Participants**

new teachers

**Target Dates or Schedule**

Daily throughout the school year

**Evidence of Completion**

Daily Last Session reports and weekly Cumulative reports will be reviewed

**G22.** Reading Goal 3: Florida Alternative Assessment: the percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA

**G22.B1** Insufficient knowledge of the reading process.

**G22.B1.S1** Students will assessed using AIMSweb and Carbo to monitor the mastery of state standards and drive instruction.

### **PD Opportunity 1**

Aimsweb will be used to monitor bi-weekly. Carbo will be continuously assessed by program timelines.

#### **Facilitator**

Reading Coach

#### **Participants**

New teachers

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

Weekly and bi-monthly meetings with all participants.

#### **Evidence of Completion**

Minutes of data review team meetings and recommendations made to increase student mastery.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
	Total	\$0

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
District		\$0
Total		\$0

### Budget Details

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

**G19.** Goal 1: 57% of all students, 83% of the 3-5 white subgroup, 60% of the 3-5 Hispanic subgroup, 67% of the black group, 66% of the ELL subgroup, 45% of the SWD subgroup & 57% of the economically disadvantaged group will make adequate progress in reading.

**G19.B1** Understanding of the new standards and an understanding of how to implement the text dependent writing strategies

**G19.B1.S1** Teachers will provide a 90 minute reading block with teacher directed lessons, Junior Great Books, Text Dependent Writing and differentiated activities.

#### Action Step 1

SRA, Junior Great Books, TDW materials will be used in the 90 minute reading block.

#### Resource Type

Professional Development

#### Resource

Ongoing District training

#### Funding Source

District

#### Amount Needed

\$0