



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Annie R. Morgan Elementary School

964 SAINT CLAIR ST

Jacksonville, FL 32254

904-381-3970

<http://www.duvalschools.org/arm>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
82%

Alternative/ESE Center
No

Charter School
No

Minority Rate
93%

School Grades History

2013-14
D

2012-13
C

2011-12
C

2010-11
B

2009-10
C

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School

Annie R. Morgan Elementary School

Principal

Clemijene Alexander

School Advisory Council chair

Michael Willis

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

Name	Title
Joseph Blitch	Assistant Principal
Robert Gainey	Kindergarten Lead Teacher
Sherell Shako	Math Coach
Andrea Newman	Reading Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

01/07/2014

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, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. SAC Chair, Michael Willis, PTA President, Rodney Dennis, Yolonda Brown, parent, Marilyn Hamner, Primary Teacher, Padrica Mendez, Intermediate Teacher, Jejevanna Davis Davis, Instructional Support, Cedrick Hicks, Boys and Girls Club (community), Drucilla Daniels, parent, Alvin Williams, Parent, Jessica Simon, parent, Camilla Moore, parent, LaRita Brown, Grandparent, Edgar Fleming, parent, Clemijene C. Alexander, principal, Joseph Blitch, Assistant Principal, and Jacqueline Tyson, Boys and Girls Club

Involvement of the SAC in the development of the SIP

*Advise the Principal with the budget.

*Assist the school in developing the School Improvement Plan

- *Monitor the strategies (progress) of School Improvement Plan (SIP) goals
- *Recruit parents to serve on the SAC
- *Advise the Principal on the use of SIP budget if funds are available
- *Assist the Principal in conducting the Mid-Year Stakeholder's Meeting

Activities of the SAC for the upcoming school year

- *Advise the Principal with the budget.
- *Assist the school in developing the School Improvement Plan
- *Monitor the strategies (progress) of School Improvement Plan (SIP) goals
- *Recruit parents to serve on the SAC
- *Advise the Principal on the use of SIP budget if funds are available
- *Assist the Principal in conducting the Mid-Year Stakeholder's Meeting

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

Annie R. Morgan did not get any SIP funds for the 2013 school year. Funds will be used for instructional supplies when and if they become available.

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

NA

Highly Qualified Staff

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

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Clemijene Alexander

Principal

Years as Administrator: 13

Years at Current School: 4

Credentials

Clemijene C. Alexander MED in Ed. Leadership and Supervision
K-12 5 Years 13 Years 2012-2013:
Primary - 3rd and ESOL Endorsement
DESP Membership
IRA Membership

Performance Record

2012-2013:
Grade "C" 457 Points- Reading Mastery 37%; Math Mastery 58 %; Writing Mastery at 3.5 + 67%; Science Mastery 24%
2011-2012:
Grade "C" 442 Points—Reading Mastery 35% ; Math Mastery 54% ; Writing Mastery 84% ; Science Mastery 18%
2010-2011:
Grade "B" 519 points—Reading Mastery 50%, Math Mastery 74%; Writing Mastery 71%; Science Mastery 14%; School Met 100% criteria for AYP
2009-2010:
Grade C '457 points' Reading Mastery: 40%, Math Mastery 55%, Science Mastery 17%, School did not make AYP
2008-2009:
Principal of Normandy Village Elementary School
Grade: B '499 points', Reading Mastery: 68%, Math Mastery: 70% 70%, Science Mastery: 29%, Writing Mastery: 81%, AYP Reading: Whites, ED and SWD; Blacks did not make AYP.
Math (AYP: Whites ED and SWD, Blacks did not make AYP.
2007/08 Grade 'C'
Reading Mastery: 69%, Math Mastery: 62%, Writing Mastery: 61%, Science mastery: 22%, AYP: Reading Whites and ED; Math: Blacks, Whites and SDW, ED did not make AYP.
2006-2007 –'C'
Reading Mastery:61%, Math Mastery 48%, Writing Mastery 87%, Science mastery 25%; AYP: Whites, Blacks, ED and SWD all made AYP in Reading; Math: SWD made AYP None of the other subgroups made AYP.

Joseph Blitch

Asst Principal

Years as Administrator: 7

Years at Current School: 0

Credentials

B.S. Special Education Florida State University
 M.ED. Educational Leadership University of North Florida
 E.S.E. K-12, Elementary Education, School Principal Level II

Performance Record

2013: (School Grade Pending) 34% of students tested scored proficient in reading, 40% scored proficient in Math (Geometry/Algebra I EOC), 47% scored proficient in Science (Biology I EOC), and 55% scored proficient in writing.

2012: (School Grade B) 30% of students tested scored proficient in Reading, 36% of students tested scored proficient in Math (Geometry/Algebra I EOC), and 81% scored proficient in Writing. 55% of the bottom 25% of students tested made gains in reading and 56% of the bottom 25% of students tested made gains in Math.

2011: (School Grade C) 25% of students tested scored proficient in Reading, 58% of students tested scored proficient in Math (Algebra I EOC), 31% of students tested scored proficient in Science, and 62% of students tested scored proficient in Writing. 52% of the bottom 25% of students tested made gains in reading, and 70% of the bottom 25% of students tested made gains in Math.

Asst Principal

Years as Administrator:

Years at Current School:

Credentials**Performance Record****Instructional Coaches****# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sherell Shako		
Full-time / School-based	Years as Coach: 0	Years at Current School: 7
Areas	Mathematics	
Credentials	<p>Sherell Shako is a veteran educator with 23 years of experience.</p> <ul style="list-style-type: none"> • Professional Certificate in Elementary Education 1-6 • B.S. in Elementary Education • M.Ed in Teaching and Learning with emphasis in Curriculum & Instruction 	
Performance Record	<p>2012-2013: Grade "C" 457 points- Reading proficiency 37%, Math Proficiency 58%, Writing Proficiency 67%, Science Proficiency 24%</p> <p>2011-2012: Grade "C" 442 Points—Reading proficiency 35% ; Math Proficiency 54% ; Writing Proficiency 84% ; Science Proficiency 18%</p> <p>2010-2011: Grade "B" 519 points—Reading Proficiency 50%, Math Proficiency 74%; Writing Proficiency 71%; Science MProficiency 14%; School Met 100% criteria for AYP</p> <p>2009-2010: Grade "C" 457 points Reading Proficiency: 40%, Math Proficiency 55%, Science Proficiency 17%, School did not make AYP</p> <p>2008-2009: Math Teacher of Annie R. Morgan- School Grade "B"-523 pts: Reading Proficiency 40%, Math Proficiency 57%, Writing Proficiency 76%, Science Proficiency 44%, No subgroups made AYP</p> <p>2007-2008: (Incoming Year) Math Teacher at Annie R. Morgan -School Grade "D" 411 pts. Reading Proficiency 47%, Math Proficiency 55%, Writing Proficiency 54%, Science Proficiency 13%, No subgroups made AYP</p>	

Andrea Newman

Full-time / School-based

Years as Coach: 8

Years at Current School: 8

Areas

Reading/Literacy

Credentials

* Andrea Newman is a seasoned educator with 22 years of experience. Fourteen years classroom experience and 8 years of coaching experience.

* B.S. in Political Science and a minor in Criminal Justice

* Professional Certificate for Elementary Grades1-6

* ESOL Endorcement / Reading Endorcement

/

2012-2013:

Grade "C" 457 points- Reading proficiency 37%, Math Proficiency 58%, Writing Proficiency 67%, Science Proficiency 24%

2011-2012:

Grade "C" 442 Points—Reading proficiency 35% ; Math Proficiency 54% ; Writing Proficiency 84% ; Science Proficiency 18%

2010-2011:

Grade "B" 519 points—Reading Proficiency 50%, Math Proficiency 74%; Writing Proficiency 71%; Science Proficiency 14%; School Met 100% criteria for AYP

2009-2010:

Grade "C" 457 points Reading Proficiency: 40%, Math Proficiency 55%, Science Proficiency17%, School did not make AYP

2008-2009:

Performance Record

Math Teacher of Annie R. Morgan- School Grade "B"-523 pts: Reading Proficiency 40%, Math Proficiency 57%, Writing Proficiency 76%,Science Proficiency 44%, No subgroups made AYP

2007-2008:

(Incoming Year) Math Teacher at Annie R. Morgan -School Grade "D" 411 pts. Reading Proficiency 47%, Math Proficiency 55%, Writing Proficiency 54%,Science Proficiency 13%, No subgroups made AYP

2006-2007

Grade "D" 430 Points 54% Meeting High Reading standards in Reading, 39% Meeting High Math standards in Math, 76% Meeting High Standards in Writing, 7% Meeting High Standards in Science, 60% making learning gains in reading, 57% making learning gains in Math, 60% of the lowest 25% (quartile) making gains in reading, 77% of the lowest 25% (quartile) making gains in Math.. 100 % of students tested and our minirity rate was 90%.

Classroom Teachers**# of classroom teachers**

20

receiving effective rating or higher

20, 100%

Highly Qualified Teachers

100%

certified in-field

20, 100%

ESOL endorsed

11, 55%

reading endorsed

1, 5%

with advanced degrees

7, 35%

National Board Certified

0, 0%

first-year teachers

2, 10%

with 1-5 years of experience

14, 70%

with 6-14 years of experience

4, 20%

with 15 or more years of experience

2, 10%

Education Paraprofessionals**# of paraprofessionals**

2

Highly Qualified

2, 100%

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Description of Strategy

Person Responsible Projected Completion Date

1. Teacher Academy All K-5 Instructional Teachers August 2013
2. Novice Teacher Mentor Program Andrea Newman, PDF June 2014
3. Professional Learning Communities Leadership Team June 2014
4. Side-by-Side Coaching Leadership Team June 2014
5. Classroom Focus Walks with Feedback and Support Leadership Team June 2014

Strategies:

Collaborate with PDF to identify and assign CET trained mentors in collaboration with principal within the novice teacher's first week of hire

Communicate frequently with support team during the first month of hire and throughout the year

Access available funding through (MINT Office) to provide release time for the mentor/mentee

Provide input for initiation of Novice Teacher IPDP and monitor as needed (CAST Post-conference)

Schedule a time once a week before school or after

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

Each new teacher to Annie R. Morgan is assigned a peer mentor. Those teachers new to us with experience have their mentors to help them acclimate them to the State of Florida professional requirements. New Teachers meet with their mentors bi-weekly to work on classroom management as well as how to use their data to drive instruction. Instructional coaches, District professional development cadre, Administrators, and our PDF work with our new teachers. Additionally, we will have district reading, math and science coaches who will be assisting us this year with our new District curriculum pedagogy. All of our mentee (novice) teachers and mentors will meet once a month to guide new teachers through the MINT program. We are in the process of setting up model classrooms for ELA and Math for primary and intermediate grades. We are very focused in our mentoring and support of our new teachers. Within our Mentoring Program, we strive to retain and promote a community of learners.

Mentor Name Mentee Assigned Rationale for Pairing Planned Mentoring Activities

*Monthly Mentor/Mentee Meetings

*Formal/Informal Observations

Andrea Newman/ Ashley Radford, First Grade Ashley Radford is entering her fifth year of teaching and her second year in Duval county, Transitioning from Polk County to Duval County, Ashley has experience teaching 6th Grade Mathematics as well as 1st Grade. Andrea Newman, Mentor, is the Reading Coach with 22 years of experience in teaching. She has fourteen years of classroom teaching experience. 8 years as a lead teacher and reading coach.

*Monthly Mentor/Mentee Meetings

*Formal/Informal Observations

Sherell Shako/ Megan Harvey, 1st Grade. Megan interned at Annie R. Morgan and is in her first year of teaching in Duval County. Megan graduated from the University of North Florida with a Bachelor's Degree in Elementary Education K-6. Sherell Shako, her mentor, has several years of experience as Directing Supervisor for a host of University of North Florida 's interns. She is a 23 year veteran teacher who recently moved out of the classroom and into the schools' Math Coach position providing support to all teachers of math.

*Monthly Mentor/Mentee Meetings *Formal/Informal Observations

Sherell Shako/ Kristen Nelson, Second Grade. Kristen is a University of North Florida graduate with a BS in Elementary Education and an ESOL Endorsement. Mrs. Shako mentored Kristen last school year and will continue to provide support as an experienced mentor this school year.

*Formal/Informal Observationteaching experience, eight of those years spent

*Monthly Mentor/Mentee Meetings

*Formal/Informal Observations

Joshua Nelson/ J.T. Witt, P.E Josh has a bachelors degree in Elementary Education K-6th with 4 years and interring his fifth year. Teacher with eight years of experience with a Bachelors of Science in Kinesticiology and Health.

Monthly Mentor/Mentee Meetings

*Formal/Informal Observations

Natalie Pelham/ Dinah Robinson, Art Teacher. Natalie has a Masters in Education and teaching five years with eight years of experience with a Bachelors in Art Education and a MBA.

Monthly Mentor/Mentee Meetings

*Formal/Informal Observations

Janice Webster Music teacher / Elizabeth Bricknell. Bricknell is serving her first year in Duval County with a degree in Music and Drama. Seven of her 8 years have been in primary grades. She served 2 years as a Lead Teacher

Monthly Mentor/Mentee Meetings

Stacey Adams/ Andrea Evans, 1st year Reading Interventionist. Adams has been teaching four years and recently completed her Masters in education.

*Formal/Informal Observations

Dawn Mouras; Eleven years Pre- Kindergarten classroom, proven CRT data movement, Maters Degreee, CET trained, certified Title 1 Pre- Kindergarten training, had completed some of the reading compentecies towards her Florida reading Endorcement / mentor for Elizabeth Bricknell Monthly

Mentor/Mentee Meetings

*Formal/Informal Observations

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Rtl Leadership team uses the Rtl Problem-Solving Process to determine which barriers could possibly hinder students from attaining the knowledge needed to master grade-level tasks and assessments. After identifying the barriers, the school-based Rtl Team determines the strategies that would be implemented to overcome those barriers as well as the process used to determine whether or not the strategies were effective and how students responded to the strategies. The Rtl Team, as well as the School Improvement Teams, meets quarterly to review the impact of implementation.

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

The school-based Rtl team meets the first Friday of each month. Based upon current data; the team uses the problem-solving process, identifies learning behavior deficits, monitors data, reviews universal screenings and links to instructional decisions, reviews progress monitoring data at each grade level to identify students who are not meeting/exceeding benchmarks at moderate or high-risks, recommends research-based instructional strategies that address differentiated instruction, implements intense interventions for Tier I, Tier II, and Tier III students, identifies professional development and resources that will have a significant impact on student performance. The team members serve as the “experts” for their grade level. Each team member is responsible for disseminating the information/training to their grade level. In addition, the Rtl team members also lead grade level discussion of students who are in need of Rtl support as evidenced by non-mastery of grade-level tasks and assessments. The Rtl Team works in conjunction with the MTSS Team and the School Improvement Team to provide appropriate interventions for students in need.

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

The school's Professional Development Plan supports continuous learning for all educators through training provided by the school-based RtI Team and Kimberlae Gregg, Guidance Counselor. Currently, the plan reflects quarterly professional development trainings for all staff during Early Dismissal. In addition, grade-level teams will receive monthly training/support during our Long Early Dismissal Days. This training will be based on individual grade level needs and/or concerns. The school-based MTSS/RtI Team will also attend district-level training. In addition, the school will identify the "RtI/MTSS 'B' Team" to address student behavior.

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

Reading

Tier I: CGAs, Iowa Test, DAR, Weekly Houghton Mifflin Selection Tests

Tier II: FAIR Tool Kit and Quarterly CGAs of CCSS, Student Work Samples, Soar to Success, DAR, Successmaker

Tier III: Data will be derived from use of Fox In a Box Assessment and the ERDA Assessment, Student Work Samples and DAR

Math

Tier I: Teachers will employ the use of data from the enVision Math Curriculum, and Quick Checks, I-Ready, Reflex

Tier II: Quarterly CGAs , SuccessMaker , I-Ready, Reflex

Tier III: Quarterly CGAs , SuccessMaker , I-Ready, Reflex

Science

Tier I: Teachers will utilize data from the Pearson Interactive Science Chapter Assessments and Performance Tasks outlined on the DCPS Learning Schedules.

Tier II: Teachers will use data from quarterly CGAs

Tier III: Teachers will use data from teacher-made assessments.

Writing

Tier I: Teachers will make use of data from scoring of papers using the sets of anchor papers. And quarterly WriteScore FCAT 2.0 Writing Assessment

Tier II: Teachers will use data from the scoring of District On-Demand Writing Samples,

Tier III: Teachers will use data from implementation of the Step Up to Writing Program, Writing Conferences

Behavior

Tier I: Teachers will implement the District Safe and Civil Curriculum Foundations and CHAMPS, Second Step Bullying, Speak Up Speak Out, Classroom Guidance and data from behavior referrals and classroom observations will be used.

Tier II: Data will be derived from individual behavior management plans and observations.

Tier III: Data will be observed during Functional Behavior Assessments.

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

The school's Professional Development Plan supports continuous learning for all educators through training provided by the school-based RtI Team and Kimberlae Gregg, Guidance Counselor. Currently, the plan reflects quarterly professional development trainings for all staff during Early Dismissal. In addition, grade-level teams will receive monthly training/support during our Long Early Dismissal Days. This training will be based on individual grade level needs and/or concerns. The school-based MTSS/RtI Team will also attend district-level training. In addition, the school will identify the "RtI/MTSS 'B' Team" to address student behavior. To support the Multi-Tiered System of Supports (MTSS) Program at Annie R.

Morgan Elementary, the school's Leadership Team will work closely with all teachers (Pre-K-5) to ensure that both the Academic and Behavior portions of the MTSS Program run smoothly and effectively. All students will receive rigorous, differentiated instruction at their levels to ensure that we are meeting the needs of each individual student, regardless of their proficiency levels. The rollout of the Academic Portion of the MTSS is as follows:

*Each grade level has scheduled a common MTSS/RtI block in their daily schedule for thirty (30) minutes at least four (4) times a week.

*Mrs. Wullenweber, the school's part-time Media Specialist and Mrs. Gregg, the school's guidance counselor, will work with small-groups of students who scored a Level 4 or 5 on the Spring 2012 FCAT 2.0 Reading Assessment.

*The school-based part-time Interventionists, Andrea Evans (Reading), will assist the classroom teachers with small-group instruction during the MTSS/RtI block as well as during their instructional blocks.

*Monthly/bimonthly meetings to discuss student performance and the effectiveness of interventions will be held during the school's Long Early Dismissal dates and facilitated by a member of the school's Leadership Team.

For the Behavior Portion of the MTSS/RtI Program, the Classroom Teacher(s), Guidance Counselor, and the Principal will work closely, along with the student and his/her parents to find ways to change inappropriate behaviors that could hinder Academic performance. The school-based Foundations Team will also serve as the Response to Intervention-Behavior (RtI-B) Team and will attend district trainings.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 60

Team-Up Provides 60 minutes of academics and 60 minutes of enrichment to our students during the after-school Team-Up Program.

Saturday School extended learning experiences for those students needing extra support in reading, math, science and writing.

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?

Data collected from these programs are reflective on quarterly school-wide monitoring forms as safety nets for struggling students. Students that are enrolled in safety nets growth is compared and analyzed for growth as well as area(s) needing more support.

Who is responsible for monitoring implementation of this strategy?

Quarterly data is collected and analyzed by the following stakeholders: classroom teacher, Reading and Math Coaches, Assistant Principal and Principal with supporting actions plan by district support staff.. Implementation of strategies is monitored by the following: principal, Assistant Principal, and coaches

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Clemijene C. Alexander	Principal
Joseph Blitch	Assistant Principal
Andrea Newman	Reading Coach
Amanda Yoho	Kindergarten Teacher
Charlene Blunt	First Grade Teacher
Marilyn Hamner	Second Grade Teacher
Stacy Adams	Third Grade
Stacy McDougald	Fifth Grade Teacher
Dinah Robinson	Art Teacher
Kady Vaughn	Fourth Grade Teacher

How the school-based LLT functions

The Literacy Leadership Team functions as the School Improvement Team for reading. Each grade level member serves as a model classroom for exemplary instruction in Literacy. Each team member is responsible for ensuring that the school improvement plan is implemented at that grade level. The team will meet quarterly to address the literary needs of the school initiative. During this time, the team will

review the school improvement plan and have vertical discussions to determine the effectiveness of strategy implemented to overcome the barriers addressed

Major initiatives of the LLT

The major initiatives of the LLT will be to support the Rtl Leadership Team in implementation of Rtl with an emphasis on reading. K-2 will utilize the Iowa Test, CGAs Baseline Assessment, DAR, and Teacher Observations. Grades 3-5 will utilize Interim Benchmark Assessments, FCIM Data, SuccessMaker Reports, Student Work Samples, and Classroom Instructional delivery utilizing the GRM (Gradual Release Model to enhance student growth. In addition, the LLT will work to improve/promote reading awareness to all students and make sure that students are reading a mixture of books on their reading level and books that will stretch them in their thinking and responses to literature. The LLT will also assist in the research and developing of school-wide professional development opportunities based on the Common Core State Standards (CCSS) for Grades K-2, as well as blending/unpacking the CCSS for Grades 3-5.

Every Teacher Contributes to Reading Instruction

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

In our school the entire environment centers around instruction in reading and all the literacy components. All teachers approach their content area with reading in mind. The classroom set up in all content area(s) reflect literacy centers/libraries/ print rich materials intended to support and encourage reading. During common planning time (ELA) teachers share the scope and sequence of reading skills and strategies that are to be addressed during the week and the expectation is that these skills/ strategies are to reinforced in all content area(s) in every class across content areas while reading for informational as well as recreational purposes.

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

Annie R. Morgan Elementary School offers a full-day, Title I, Pre-Kindergarten Program. A certified teacher works with students using Title I Pre-Kindergarten strategies which target developmental needs and allow for differentiated instruction. The program implements the district standardized McCraw/Hill and Macmillian (Little Treasures) Reading Curriculum, VPK Assessment, Imagine Learning and Bright Star which is utilized in all of the district's VPK elementary schools. The Pre-Kindergarten curriculum is directly correlated and aligned to the Kindergarten curriculum enabling students who attend the program to receive the same exposure to evidence-based best practices promoting increased levels of student readiness and achievement. Kindergarten readiness will be determined based on student performance as indicated by the McCraw/Hill and McMillian and Nemour's Bright Start Assessment. In addition, parents are provided with activities and resources to assist their child(ren) at home. Parents are invited to attend the monthly Parent Backpack Program. For students who do not attend a district Title I Pre-Kindergarten program, a series of academic readiness assessments are given within twenty (20) days of enrollment in kindergarten. The FLKRS diagnostic assessments address areas of academic readiness and provide kindergarten teachers with detailed information concerning the strengths and weaknesses of each child. The information is then used to differentiate instruction accordingly.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	43%	37%	No	49%
American Indian				
Asian				
Black/African American	41%	34%	No	47%
Hispanic				
White				
English language learners				
Students with disabilities	27%	21%	No	34%
Economically disadvantaged	43%	35%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	37%	49%
Students scoring at or above Achievement Level 4	33	22%	27%

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)	59	71%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	24	67%	73%

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)	<i>[data excluded for privacy reasons]</i>		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		0%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

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	32	67%	72%
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	63%	58%	No	66%
American Indian				
Asian				
Black/African American	60%	55%	No	64%
Hispanic				
White				
English language learners				
Students with disabilities	40%	50%	Yes	46%
Economically disadvantaged	63%	58%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	58%	68%
Students scoring at or above Achievement Level 4	28	19%	40%

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>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	55	62%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	63%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

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	11	24%	30%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		15%

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>		0%

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		10
Participation in STEM-related experiences provided for students	10	100%	10%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	29	7%	4%
Students retained, pursuant to s. 1008.25, F.S.	33	8%	5%
Students who are not proficient in reading by third grade	12	19%	11%
Students who receive two or more behavior referrals	7	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	25	6%	3%

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

See the Attached (PIP) Parent Involvement Plan - Our goal is to increase the number of parent volunteer hours from 1007 in 2013/14 by 3% (30 hours).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of parent involvement hours by 3%	1007	6%%	8%

Area 10: Additional Targets**Additional targets for the school**

Annie R. Morgan will provide a safe, structured learning environment for all students and faculty by reducing the number of accidents by students and teachers by 5%.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Conduct focus safety walks 3 times per day, monitoring perimeter gates, interior and exterior classroom doors to ensure they are secure, and monitor playground equipment for defects that may cause safety hazards (Campus Security Guard).	0	0%	100%
Reduce the number of accidents reported on campus by both faculty and students	60	15%	7%

Goals Summary

- G1.** To Increase the percentage of students meeting and exceeding the reading standards from 37% [50 /135] to 49% [74/153] on the Reading FCAT 2014.
- G2.** To Increase the percentage of Economically Disadvantage students meeting and exceeding the standards from 35% [47 /135] to 49% [74/153] on the Reading FCAT 2013-2014.
- G3.** To Increase the percentage of Students With Disabilities meeting and exceeding the standards from 25% [4/16] to 34% [5 /15] or higher on the Reading FCAT 2013- 2014.
- G4.** To Increase the percentage of African American students meeting and exceeding the standards from 31% [41/ 135] to 47% [71/153] on the Reading FCAT 2014.
- G5.** To Increase the percentage of students meeting and exceeding the standards in Writing from 67% [30/ 45] to 75% [31/42] in 2014 FL WRITES.
- G6.** To increase proficiency percentage from 58% [78/135} to 68% [104/ 153] of 3rd- 5th grade students in 2013-2014. All K-5 Math Teachers will Implement New Curriculum Guides with fidelity to ensure proficiency at each grade level.
- G7.** 55% [74/ 135]of African Americans were proficient in Math in 2012-2013. Student's AMO target was 60%. Our Goal is to increase the proficiency percentage of African American students by 10% from 55% to 65% [99/153] for 2013-2014.
- G8.** To increase Science proficiency from 24% [11/ 46] to 35% [17/49] in 2013-2014.
- G9.** Annie R. Morgan will reduce the number of students receiving discipline referrals from 11% [41/ 381] by 5% [18/ 351] ; Reduce the number of accidents from 33% [59/381] to 18% [63/351] in 2013-2014.

Goals Detail

G1. To Increase the percentage of students meeting and exceeding the reading standards from 37% [50 /135] to 49% [74/153] on the Reading FCAT 2014.

Targets Supported

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

Resources Available to Support the Goal

- 1. Instructional Coach / Interventionist 2. Grade Level Exploration Time 3. Successmaker 4. RTI 5. DAR 6.Guided Reading 7. Gradual Release Model 8. Teacher Academy 9. Lesson Study 10. Curriculum Guides 11. District Specialist

Targeted Barriers to Achieving the Goal

- Entering grade level with limited reading and speaking and vocabulary
- Lack of enrichment in the literacy block
- Lack of higher order vocabulary

Plan to Monitor Progress Toward the Goal

- Plan effective guided reading instruction using student data . Plan , model, implement, monitor, collaborate so there are cross-curricular lessons . - Implement gradual release model with fidelity Implement teacher led literature circles/ book talks/ novel studies to increase comprehension.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule:

August - June 2013-2014

Evidence of Completion:

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs * TMA's - Class Walkthroughs

G2. To Increase the percentage of Economically Disadvantage students meeting and exceeding the standards from 35% [47 /135] to 49% [74/153] on the Reading FCAT 2013-2014.

Targets Supported

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

Resources Available to Support the Goal

- . Instructional Coach / Interventionist 2. Grade Level Exploration Time 3. Successmaker 4. RTI/ TIER II and TIER III interventions (leveled literacy inventory) 5. DAR 6.Guided Reading 7. Gradual Release Model 8. Teacher Academy 9. Lesson Study 10. Curriculum Guides 11. District Specialist

Targeted Barriers to Achieving the Goal

- Entering grade level with limited reading and speaking and vocabulary
- . Lack of enrichment in the literacy block
- Lack of higher order vocabulary

Plan to Monitor Progress Toward the Goal

- Pre-planning professional development - Work with grade level team to plan meaningful reading lessons that expose students to the world around them. Lesson Study and grade level Exploration

Person or Persons Responsible

Teachers Literacy Coach Administrator District Specialist

Target Dates or Schedule:

August - June 2013-2014

Evidence of Completion:

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs - Grade Level Minutes

G3. To Increase the percentage of Students With Disabilities meeting and exceeding the standards from 25% [4/16] to 34% [5 /15] or higher on the Reading FCAT 2013- 2014.

Targets Supported

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

Resources Available to Support the Goal

- . Instructional Coach / Interventionist/ESE teacher 2. Successmaker 3. RTI/TIER II and TIER III interventions (leveled literacy inventory) 4. DAR 5.Guided Reading 6. Gradual Release Model 7. Curriculum Guides 8. District Specialist

Targeted Barriers to Achieving the Goal

- Entering grade level with limited reading and speaking and vocabulary
- Lack of integration in the classroom
- Lack of organizational skills

Plan to Monitor Progress Toward the Goal

- Plan effective guided reading instruction using student data - Plan RTI instruction that fills in the learning GAPS. - Implement gradual release model with fidelity. Expose students to a variety of genres by using a variety of literary activities (centers, independent reading, home learning and RTI instruction) Vertical Collaboration between grade levels for expectations/ prerequisite skills

Person or Persons Responsible

All teachers Literacy Coaches Administrators ESE Teacher

Target Dates or Schedule:

August- June 2014

Evidence of Completion:

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G4. To Increase the percentage of African American students meeting and exceeding the standards from 31% [41/ 135] to 47% [71/153] on the Reading FCAT 2014.

Targets Supported

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

Resources Available to Support the Goal

- 1. Instructional Coach / Interventionist 2. Grade Level Exploration Time 3. Success Maker 4. RTI/TIER II and TIER III interventions (leveled literacy inventory) 5. DAR 6.Guided Reading 7. Gradual Release Model 8. Teacher Academy 9. Lesson Study 10. Curriculum Guides 11. District Specialist

Targeted Barriers to Achieving the Goal

- Entering grade level with limited reading and speaking and vocabulary
- Lack of enrichment in the literacy block
- Lack of higher order vocabulary

Plan to Monitor Progress Toward the Goal

Using weekly TMA's, CGA's and DAR to continue to plan small group lessons that meet students needs. Teachers will change groups according to the newest data. Use daily exit tickets, journaling, book logs, and planned lessons that include a variety of fiction and non-fiction text. Include closings that allow students opportunities to share their work with the class. Teacher will monitor and clarify for misconceptions.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule:

August - June 2013-2014

Evidence of Completion:

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs - TMA's Teacher Made Assessments

G5. To Increase the percentage of students meeting and exceeding the standards in Writing from 67% [30/ 45] to 75% [31/42] in 2014 FL WRITES.

Targets Supported

- Writing

Resources Available to Support the Goal

- 1. Instructional Coach / Interventionist 2. Grade Level Exploration Time 3. RTI 4.Guided Writing 5. Gradual Release Model 6. Lesson Study 7. Curriculum Guides 8. District Specialist

Targeted Barriers to Achieving the Goal

- Entering grade level with limited opportunities for scholastic writing
- Professional development for teachers in the writing process
- Home language (syntax)

Plan to Monitor Progress Toward the Goal

Daily monitoring of students work in the four areas of focus, support, conventions and organization. Meet with individual students weekly to focus on the largest areas of need, plan and model lessons using data collected to drive the instruction and the students to their goals. Student work from journals prompts and center work.

Person or Persons Responsible

ELA Teachers Literacy Coach Administrators

Target Dates or Schedule:

August- June 2013-2014

Evidence of Completion:

Journaling Lesson Plans Samples of student work

G6. To increase proficiency percentage from 58% [78/135] to 68% [104/ 153] of 3rd- 5th grade students in 2013-2014. All K-5 Math Teachers will Implement New Curriculum Guides with fidelity to ensure proficiency at each grade level.

Targets Supported

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

Resources Available to Support the Goal

- District Specialists, Math Coach, Teachers, Professional Development, Administrative Support, i-Ready Assessment data, Curriculum Guide Baseline Assessments, and Quarterly Curriculum Guide Assessments.

Targeted Barriers to Achieving the Goal

- New teachers to the District.
- Quality and lack of rigor in mathematical pedagogy.
- Lack of strong foundation of numeracy.

Plan to Monitor Progress Toward the Goal

Analyze Baseline Assessments , Curriculum Guide Assessments, i-Ready Data, and Ready Common Core Data, and weekly assessments to ensure the proficiency of student achievement.

Person or Persons Responsible

Math Teachers, Math Coach, and Administrators

Target Dates or Schedule:

August 19th 2013- June 6th 2014

Evidence of Completion:

Quarterly monitoring forms; I-ready Data, Ready-Common Core Data.

G7. 55% [74/ 135] of African Americans were proficient in Math in 2012-2013. Student's AMO target was 60%. Our Goal is to increase the proficiency percentage of African American students by 10% from 55% to 65% [99/153] for 2013-2014.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's)

Resources Available to Support the Goal

- All K-5 Math Teachers, Math Coach, District Math Specialist, Administration, Year-at-a-Glance, Curriculum Guides, Baseline Assessments, Quarterly Math Assessments, Teacher Made Assessments, i-Ready Diagnostic Data, Ready Common Core Resource, Reflex, Success Maker, Gizmo, Center Rotations, Interactive Journals, Professional Development and Monitoring Forms.

Targeted Barriers to Achieving the Goal

- All K-5 Math Teachers have shown good growth in student math achievement. Continued support and rigorous instructional Delivery is needed for continued growth in math.

Plan to Monitor Progress Toward the Goal

Determine if progression towards goal has been achieved.

Person or Persons Responsible

Administration, Math Coach

Target Dates or Schedule:

August- Ongoing,

Evidence of Completion:

FCAT 2.0 2014, Monitoring Forms, Data chats, Coach Grade level Reflection Guide

G8. To increase Science proficiency from 24% [11/ 46] to 35% [17/49] in 2013-2014.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Lead Teacher, Science District Specialist, Administration, Science Lab, Science Committee Meetings, Item Specs, National Geographic Magazines, Gizmo, C-Palms

Targeted Barriers to Achieving the Goal

- Science Lab needs to be developed and reorganized.
- Students lack prerequisite science vocabulary & comprehensive skills needed to develop their thinking.
- Teachers need sufficient time to implement Science .

Plan to Monitor Progress Toward the Goal

Determine if Goals are being met.

Person or Persons Responsible

Administration, Science Lead, District Specialist, Science Committee

Target Dates or Schedule:

On-Going.

Evidence of Completion:

Science Baseline, CGA1, CGA2,CGA3, Post Assessment Data as evidenced by each K-5 Science teacher.

G9. Annie R. Morgan will reduce the number of students receiving discipline referrals from 11% [41/381] by 5% [18/ 351] ; Reduce the number of accidents from 33% [59/381] to 18% [63/351] in 2013-2014.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Implementation of the Foundations/CHAMPS behavior curriculum, School Safety Committee consisting of teachers, administrators, and other school personnel, the addition of a full time security guard, an updated safe school plan, Second Step Bullying Program, and the Speak Up Speak Out curriculum.

Targeted Barriers to Achieving the Goal

- Lack of training on School-Wide Safety Plan
- Lack of training in Foundations/CHAMPS, Second Step Bullying, and Speak Up Speak Out Curriculum

Plan to Monitor Progress Toward the Goal

Staff participation in Professional Development Training

Person or Persons Responsible

Administration/School Safety Committee

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Monthly Evacuation Drills, Lesson Plans, Monthly Safety Committee meetings [Foundations/CHAMPS], and discipline referrals.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To Increase the percentage of students meeting and exceeding the reading standards from 37% [50 /135] to 49% [74/153] on the Reading FCAT 2014.

G1.B4 Entering grade level with limited reading and speaking and vocabulary

G1.B4.S1 Design and implement word studies by using word sorts and graphic organizers to increase vocabulary and comprehension of grade level text

Action Step 1

- Interactive Journals - Making words activities - Words Sorts - Differentiated Centers - Use Reference Materials (Thesaurus, Dictionary - Participate in professional development - Pre-planning professional development

Person or Persons Responsible

ELA Teachers Administration Support Staff Instructional Coaches/ Specialist

Target Dates or Schedule

August 19, -June 2013

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar *
Teacher made assessments

Facilitator:

District Specialist Coaches

Participants:

ELA Teachers Administration Support Staff Instructional Coaches/ Specialist

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Teacher will monitor student growth daily through writing source books, center activities as well as weekly spelling assessments where students are using the words in context instead of isolation. Include daily skills block which will focus on spelling patterns, phonemic awareness, phonics and sentence structure

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

Plan to Monitor Effectiveness of G1.B4.S1

Students will integrate higher order vocabulary into their writing as well as be able to use strategies to decode commonly used words in their reading. Writing journals and district writing prompts should reflect higher order vocabulary as well as a continuous increase in their ability to use conventions correctly

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

G1.B5 Lack of enrichment in the literacy block

G1.B5.S1 Implement small group/ guided reading to increase reading levels so students will be proficient at grade level text

Action Step 1

- RTI Groups / Successmaker - Teacher led Literature Cirlces - Guided Reading - Differentiated Centers - Grade level exploration - Gradual Release Model - Differentiated Centers - Independent Work

Person or Persons Responsible

All Teachers Administration Support Staff Instructional Coaches/ Specialist

Target Dates or Schedule

August 19, -June 2013

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Facilitator:

Renee Jackson, District Literacy Specialist [K-2] Melissa Warner, District Literacy Specialist [3-5]
Andy Newman, School- Based Reading Coach

Participants:

K-5 ELA Teachers

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

Monitor student data and plan accordingly to student needs, monitor lesson plans to make sure that all areas of concern are being met and the lesson plans reflect those needs in small group as well as whole group instruction.Using weekly TMA's, CGA's and DAR to continue to plan small group lessons that meet students needs. Teachers will change groups according to the newest data.

Person or Persons Responsible

ELA Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Plan to Monitor Effectiveness of G1.B5.S1

Students should increase their ability to comprehend, fluency and decoding. Students should increase their reading levels throughout the year. Weekly reading assessments, CGA's and DAR data should increase by a minimum of 10% per assessment.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G1.B6 Lack of higher order vocabulary

G1.B6.S1 Integration of nonfiction / informational text materials into reading

Action Step 1

- Plan and implement lessons cross-curricular using a variety of text to expose students to higher vocabulary - Incorporate Social Studies and Science in reading centers to allow students the opportunity for hands on exploration - Use informational text to teach reading, writing, comprehension skills. - Teach students a variety of strategies to determine meanings of words within a text (Synonym / Antonym - Lesson Study - Grade level exploration

Person or Persons Responsible

All Teachers Administration Support Staff Instructional Coaches/ Specialist

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Facilitator:

Renee Jackson, District Reading Specialist [K-2] Melissa Walker. District Reading Specialist [3-5]
Andy Newman, School-Based Reading Coach

Participants:

K-2 ELA Classroom Teachers, 3-5 ELA Classroom Teachers, Resource Teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Making sure to include social studies and science in the reading block. Teachers will monitor this through class activities as well as lesson plans for small group, guided reading and center activities. Use daily exit tickets, journaling, book logs, and planned lessons that include a variety of fiction and non-fiction text. Include closings that allow students opportunities to share their work with the class. Teacher will monitor and clarify for misconceptions.

Person or Persons Responsible

ELA/ Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Weekly assessments

Plan to Monitor Effectiveness of G1.B6.S1

Students will read informational text and be able to identify the text structure as well as how to use the text features provided in both fiction and non-fiction text. Weekly assessments, center activities, small group activities as well as journaling will show that students know how to use both fiction and nonfiction text and comprehend the information given in order to successfully pass assessments.

Person or Persons Responsible

ELA Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling

G2. To Increase the percentage of Economically Disadvantage students meeting and exceeding the standards from 35% [47 /135] to 49% [74/153] on the Reading FCAT 2013-2014.

G2.B4 Entering grade level with limited reading and speaking and vocabulary

G2.B4.S1 Design and implement word studies by using word sorts and graphic organizers to increase vocabulary and comprehension of grade level text.- Interactive Journals - Making words activities - Words Sorts - Differentiated Centers - Use Reference Materials (Thesaurus, Dictionary) - RTI instructional activities

Action Step 1

- Participate in professional development - Pre-planning professional development - Work with grade level team to plan meaningful reading lessons that expose students to the world around them.- Grade level exploration - Gradual Release Model - Differentiated Centers that include cultural text imbedded into the informational text center - Independent Work - Lesson Study - Grade level exploration

Person or Persons Responsible

All ELA Teachers Administration Support Staff Instructional Coaches/ Specialist

Target Dates or Schedule

August 19, - June 2013

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

Facilitator:

Renee Jackson, District Reading Specialist [K-2] Andy Newman, School-Based Reading Coach

Participants:

K-2 ELA Teachers

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

Teacher will monitor student growth daily through writing source books, center activities as well as weekly spelling assessments where students are using the words in context instead of isolation. Teachers will also keep track of student progress in RTI groups. Include daily skills block which will focus on spelling patterns, phonemic awareness, and phonics and sentence structure. Have students work on TIER II intervention leveled literacy inventory as well as sore to success.

Person or Persons Responsible

All ELA Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

Plan to Monitor Effectiveness of G2.B4.S1

: Students will integrate higher order vocabulary into their writing as well as be able to use strategies to decode commonly used words in their reading. Writing journals and district writing prompts should reflect higher order vocabulary as well as a continuous increase in their ability to use conventions correctly. Monitor student progress in RTI groups to plan accordingly. Weekly reading assessments, CGA's and DAR data should increase by a minimum of 10% per assessment. Weekly assessments, center activities, small group activities as well as journaling will show that students know how to use both fiction and nonfiction text and comprehend the information given in order to successfully pass assessments.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

G2.B5 . Lack of enrichment in the literacy block

G2.B5.S1 Implement small group/ guided reading using literature to encourage schema to a variety of cultures to increase reading levels so students will be proficient at grade level text - RTI Groups / Successmaker - Teacher led Literature circles using a variety of text to expose students to cultural diversity - Guided Reading - Differentiated Centers

Action Step 1

-Implement Gradual Release Responsibility Model with fidelity -Implement teacher led literature circles/ book talks/ novel studies to increase comprehension.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Facilitator:

District Literacy Specialist Training

Participants:

Andy Newman, School-Based Reading Coach K-5 ELA Teachers & Resource Teachers

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Monitor student data and plan accordingly to student needs, monitor lesson plans to make sure that all areas of concern are being met and the lesson plans reflect those needs in small group as well as whole group instruction. Using weekly TMA's, CGA's and DAR to continue to plan small group lessons that meet students needs. Teachers will change groups according to the newest data.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Plan to Monitor Effectiveness of G2.B5.S1

Students should increase their ability to comprehend, fluency and decoding. Students should increase their reading levels throughout the year. Use daily exit tickets, journaling, book logs, and planned lessons that include a variety of fiction and non-fiction text. Include closings that allow students opportunities to share their work with the class. Teacher will monitor and clarify for misconceptions.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

G2.B6 Lack of higher order vocabulary

G2.B6.S1 Integration of nonfiction / informational text materials into reading to expose them to the world around them. - Plan and implement lessons cross-curricular using a variety of text to expose students to higher vocabulary - Incorporate Social Studies and Science in reading centers to allow students the opportunity for hands on exploration - Use informational text on students reading level to teach reading, writing, and comprehension skills. - Teach students a variety of strategies to determine meanings of words within a text (Synonym / Antonym) - Reading around the world

Action Step 1

Plan , model, implement, monitor, collaborate so there are cross-curricular lessons . Expose students to a variety of genres by using a variety of literary activities (centers, independent reading, home learning and RTI instruction)Vertical Collaboration between grade levels for expectations/ prerequisite skills

Person or Persons Responsible

All teachers Coaches Administrative Media Specialist

Target Dates or Schedule

August – June 2013- 2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Facilitator:

Melissa Warner District Reading Specialist, [3-5] Andy Newman, School-Based Reading Coach

Participants:

K-5 ELA Teachers, Resource Teachers

Plan to Monitor Fidelity of Implementation of G2.B6.S1

Making sure to include social studies and science in the reading block. Teachers will monitor this through class activities as well as lesson plans for small group, guided reading and center activities. Use daily exit tickets, journaling, book logs, and planned lessons that include a variety of fiction and non-fiction text. Include closings that allow students opportunities

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling

Plan to Monitor Effectiveness of G2.B6.S1

Weekly assessments, center activities, small group activities as well as journaling will show that students know how to use both fiction and nonfiction text and comprehend the information given in order to successfully pass assessments. Weekly reading assessments, CGA's and DAR data should increase by a minimum of 10% per assessment.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling

G3. To Increase the percentage of Students With Disabilities meeting and exceeding the standards from 25% [4/16] to 34% [5 /15] or higher on the Reading FCAT 2013- 2014.

G3.B11 Entering grade level with limited reading and speaking and vocabulary

G3.B11.S1 - Design and implement word studies by using word sorts and graphic organizers to increase vocabulary and comprehension of grade level text.- Making words activities - Words Sorts - Differentiated Centers - RTI instructional activities - Kinesthetic activities - Integration of technology - Fluency drills

Action Step 1

- Participate in professional development - Pre-planning professional development - Work with grade level team and ESE to plan meaningful RTI lessons and small group lessons

Person or Persons Responsible

All Teachers Administration Support Staff Instructional Coaches/ Specialist/ESE teacher

Target Dates or Schedule

August 19, - June 2013

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

Facilitator:

Andy Newman, School-Based Reading Coach
Renee Jackson, District Literacy Specialist [K-2]
Melissa Warner, District Literacy Specialist [3-5]

Participants:

K-5 ELA Teachers, and Resource Teachers

Plan to Monitor Fidelity of Implementation of G3.B11.S1

Teacher will monitor student growth daily through writing source books, center activities as well as weekly spelling assessments where students are using the words in context instead of isolation. Teachers will also keep track of student progress in RTI groups. Include daily skills block which will focus on spelling patterns, phonemic awareness, and phonics and sentence structure. Have students work on TIER II intervention leveled literacy inventory as well as sore to success.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

Plan to Monitor Effectiveness of G3.B11.S1

Students will integrate higher order vocabulary into their writing as well as be able to use strategies to decode commonly used words in their reading. Students will integrate higher order vocabulary into their writing as well as be able to use strategies to decode commonly used words in their reading.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

G3.B13 Lack of integration in the classroom

G3.B13.S1 Implement small group/ guided reading to increase reading levels so students will be proficient at grade level text. - RTI Groups / Successmaker - Guided Reading - Differentiated Centers - ESE teacher lessons

Action Step 1

- Grade level exploration - Gradual Release Model - Differentiated Centers - Independent Work

Person or Persons Responsible

All Teachers Administration Support Staff Instructional Coaches/ Specialist/ESE teacher

Target Dates or Schedule

August 19,-June 2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Facilitator:

Andy Newman, School-Based Reading Coach
Renee Jackson, District Literacy Specialist [K-2]
Melissa Warner, District Literacy Specialist [3-5]

Participants:

K-5 ELA and Resource Teachers

Plan to Monitor Fidelity of Implementation of G3.B13.S1

Monitor student data and plan accordingly to student needs, monitor lesson plans to make sure that all areas of concern are being met and the lesson plans reflect those needs in small group as well as whole group instruction..Using weekly TMA's, CGA's and DAR to continue to plan small group lessons that meet students needs. Teachers will change groups according to the newest data

Person or Persons Responsible

Teachers Literacy Coach Administrator ESE Teacher

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Plan to Monitor Effectiveness of G3.B13.S1

Students should increase their ability to comprehend, fluency and decoding. Students should increase their reading levels throughout the year. Weekly reading assessments, CGA's and DAR data should increase by a minimum of 10% per assessment.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G3.B14 Lack of organizational skills

G3.B14.S1 : Students will read informational text and be able to identify the text structure as well as how to use the text features provided in both fiction and non-fiction text.

Action Step 1

- Plan and implement lessons cross-curricular using a variety of text to expose students to higher vocabulary - Incorporate Social Studies and Science in reading centers to allow students the opportunity for hands on exploration - Use informational text on students reading level to teach reading, writing, and comprehension skills. - Teach students a variety of strategies to determine meanings of words within a text (Synonym / Antonym)- Lesson Study - Grade level exploration

Person or Persons Responsible

All Teachers Administration Support Staff Instructional Coaches/ Specialist/ESE teacher

Target Dates or Schedule

August 19, - June 2013

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Facilitator:

Renee Jackson, District Literacy Coach [K-2] Melissa Warner, District Literacy Coach [3-5] Andy Newman, School-Based Reading Coach

Participants:

K-5 ELA Teachers

Plan to Monitor Fidelity of Implementation of G3.B14.S1

Making sure to include social studies and science in the reading block. Teachers will monitor this through class activities as well as lesson plans for small group, guided reading and center activities. Use daily exit tickets, journaling, book logs, and planned lessons that include a variety of fiction and non-fiction text. Include closings that allow students opportunities to share their work with the class. Teacher will monitor and clarify for misconceptions.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling

Plan to Monitor Effectiveness of G3.B14.S1

: Students will read informational text and be able to identify the text structure as well as how to use the text features provided in both fiction and non-fiction text. Weekly assessments, center activities, small group activities as well as journaling will show that students know how to use both fiction and nonfiction text and comprehend the information given in order to successfully pass assessments

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling

G4. To Increase the percentage of African American students meeting and exceeding the standards from 31% [41/ 135] to 47% [71/153] on the Reading FCAT 2014.

G4.B4 Entering grade level with limited reading and speaking and vocabulary

G4.B4.S1 Design and implement word studies by using word sorts and graphic organizers to increase vocabulary and comprehension of grade level text. - Interactive Journals - Making words activities - Words Sorts - Differentiated Centers - Use Reference Materials (Thesaurus, Dictionary) - RTI instructional activities

Action Step 1

- Interactive Journals - Making words activities - Words Sorts - Differentiated Centers - Use Reference Materials (Thesaurus, Dictionary) - RTI instructional activities

Person or Persons Responsible

All Teachers Administration Support Staff Instructional Coaches/ Specialist

Target Dates or Schedule

August 19, - June 2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Teacher will monitor student growth daily through writing source books, center activities as well as weekly spelling assessments where students are using the words in context instead of isolation. Teachers will also keep track of student progress in RTI groups. Include daily skills block which will focus on spelling patterns, phonemic awareness, and phonics and sentence structure. Have students work on TIER II intervention leveled literacy inventory as well as sore to success.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

Plan to Monitor Effectiveness of G4.B4.S1

Students will integrate higher order vocabulary into their writing as well as be able to use strategies to decode commonly used words in their reading. Writing journals and district writing prompts should reflect higher order vocabulary as well as a continuous increase in their ability to use conventions correctly. Monitor student progress in RTI groups to plan accordingly.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

G4.B5 Lack of enrichment in the literacy block

G4.B5.S1 - Implement small group/ guided reading to increase reading levels so students will be proficient at grade level text. - RTI Groups / Successmaker - Teacher led Literature Circles - Guided Reading - Differentiated Centers

Action Step 1

- Plan effective guided reading instruction using student data - Plan RTI instruction that fills in the learning GAPS - Implement gradual release model with fidelity -Implement teacher led literature circles/ book talks/ novel studies to increase comprehension.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Plan to Monitor Fidelity of Implementation of G4.B5.S1

monitor student data and plan accordingly to student needs, monitor lesson plans to make sure that all areas of concern are being met and the lesson plans reflect those needs in small group as well as whole group instruction. Using weekly TMA's, CGA's and DAR to continue to plan small group lessons that meet students needs. Teachers will change groups according to the newest data.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Plan to Monitor Effectiveness of G4.B5.S1

Students should increase their ability to comprehend, fluency and decoding. Students should increase their reading levels throughout the year. Weekly reading assessments, CGA's and DAR data should increase by a minimum of 10% per assessment.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G4.B6 Lack of higher order vocabulary

G4.B6.S1 Integration of nonfiction / informational text materials into reading .- Plan and implement lessons cross-curricular using a variety of text to expose students to higher vocabulary - Incorporate Social Studies and Science in reading centers to allow students the opportunity for hands on exploration - Use informational text on students reading level to teach reading, writing, and comprehension skills. - Teach students a variety of strategies to determine meanings of words within a text (Synonym / Antonym)

Action Step 1

Plan , model, implement, monitor, collaborate so there are cross-curricular lessons Expose students to a variety of genres by using a variety of literary activities (centers, independent reading, home learning and RTI instruction) Vertical Collaboration between grade levels for expectations/ prerequisite skills

Person or Persons Responsible

All teachers Coaches Administrative Media Specialist

Target Dates or Schedule

August – June 2013- 2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Facilitator:

Andy Newman, School-Based Reading Coach
Renee Jackson, District Literacy Specialist [K-2]
Melissa Warner, District Literacy Specialist [3-5]

Participants:

K-5 ELA Teachers & Resource Teachers

Plan to Monitor Fidelity of Implementation of G4.B6.S1

Making sure to include social studies and science in the reading block. Teachers will monitor this through class activities as well as lesson plans for small group, guided reading and center activities. Use daily exit tickets, journaling, book logs, and planned lessons that include a variety of fiction and non-fiction text. Include closings that allow students opportunities to share their work with the class. Teacher will monitor and clarify for misconceptions.

Person or Persons Responsible

All Language Arts Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling

Plan to Monitor Effectiveness of G4.B6.S1

Students will read informational text and be able to identify the text structure as well as how to use the text features provided in both fiction and non-fiction text. Weekly assessments, center activities, small group activities as well as journaling will show that students know how to use both fiction and nonfiction text and comprehend the information given in order to successfully pass assessments.

Person or Persons Responsible

All Language Arts Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G5. To Increase the percentage of students meeting and exceeding the standards in Writing from 67% [30/ 45] to 75% [31/42] in 2014 FL WRITES.

G5.B5 Professional development for teachers in the writing process

G5.B5.S1 Conduct professional development for teachers on how to plan and implement lessons for writing that includes explicit modeling, work time, conferencing and sharing.

Action Step 1

- Develop professional development for teachers on how to properly plan and implement the writing workshop with fidelity.

Person or Persons Responsible

All teachers Administration Support Staff Coaches /Specialist

Target Dates or Schedule

- Early release Wednesdays for professional development in the writing process - Allow teachers time to observe each other during the writing block - Use professional literature by Lucy Calkins to understand the writing process.

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

Action Step 2

- Implementation of professional development in the classroom daily

Person or Persons Responsible

All Teachers Administration Support Staff Instructional Coaches/ Specialist

Target Dates or Schedule

- Work with other grade levels to plan lessons that are grade appropriate and leading to the next years standards - Incorporate literature that is higher level in teaching reading and writing based on vertical planning through grade levels. - Being familiar with the higher grade level standards and become knowledgeable on how to use anchor papers as a support

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Action Step 3

-Continue to research the best practices for teaching writing and monitor the implementation.

Person or Persons Responsible

All Teachers Administration Support Staff Instructional Coaches/ Specialist

Target Dates or Schedule

- Third grade will use their grade level exploration time to design and implement lesson studies on the Four areas designed on the FCAT 2.0 rubric for writing (focus, organization, conventions and support) - Design and teach lesson studies on how to properly conference with students about writing. - Design and teach lesson studies on conventions.

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

Facilitator:

Susan Law, FDLRS, [Florida Diagnostic Learning Resource Services]

Participants:

K-2 ELA Teachers

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

Teachers and leadership will monitor student writing journals as well as student portfolios during collaborative teacher exploration time, daily during writing conferences with students as well as quarterly to plan and implement lessons differentiated lessons according to individual student needs.- Develop a writing group with one teacher per grade level to plan and implement meaningful writing experiences

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

Journals Portfolios Conferencing

Plan to Monitor Effectiveness of G5.B5.S1

Student data based on monthly writing prompts provided by the district as well as the classroom teacher. Data should correlate with the activities that have been modeled and taught. District writing prompts, teacher made assessments (writing, conventions, an word works)

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August -June 2013-2014

Evidence of Completion

Lesson Plans Journaling Anecdotal notes Conferencing logs Samples of student work

G5.B5.S2 Vertical collaboration with all grade levels

Action Step 1

- Develop a writing group with one teacher per grade level to plan and implement meaningful writing experiences

Person or Persons Responsible

Teachers Literacy Coach Administrators

Target Dates or Schedule

August-June 2013-2014

Evidence of Completion

Professional Development Samples of students work Conferencing Logs

Action Step 2

Allow time for teachers to observe another teaching while teaching a writing lesson. Then collaborate on the experience to plan a lesson to be taught together.

Person or Persons Responsible

Teachers Literacy Coach Administrators

Target Dates or Schedule

August-June 2013-2014

Evidence of Completion

Grade level minutes Lesson Plans Observations Conferencing

Action Step 3

-Plan a time to team teach a writing lesson with a another grade level

Person or Persons Responsible

Teachers Literacy Coach Administrators

Target Dates or Schedule

August-June 2013-2014

Evidence of Completion

Lesson Plans Anecdotal notes Journaling

Facilitator:

Susan Law, FDLRS, [Florida Diagnostic Learning Resource Services]

Participants:

K-2 ELA Teachers

Plan to Monitor Fidelity of Implementation of G5.B5.S2

Grade levels will work together to plan and implement lesson studies. Grade levels will meet weekly to discuss the lesson that was taught in order to look at data and students work to plan best practices. Allow time for teachers to observe another teaching while teaching a writing lesson. Then collaborate on the experience to plan a lesson to be taught together.

Person or Persons Responsible

ELA /Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

Anecdotal notes Conferencing

Plan to Monitor Effectiveness of G5.B5.S2

Meet weekly to check student's data and discuss areas of strengths and weaknesses to plan for next steps. Student work from journals prompts and center work.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

Students samples of work Collaboration and teacher exploration

G5.B5.S3 Best practice instruction on moving students in writing

Action Step 1

- Sharing and discussing the best practices with others (teacher student conferences, peer to peer conferences and using rubrics effectively)

Person or Persons Responsible

All teachers Coaches Administrative Media Specialist

Target Dates or Schedule

August- June 2013-2014

Evidence of Completion

Lesson Plans Journaling Samples of student work Conferencing

Action Step 2

- Implement practices above in the classroom daily during the writing block.

Person or Persons Responsible

All teachers Coaches Administrative Media Specialist

Target Dates or Schedule

August- June 2013-2014

Evidence of Completion

Lesson Plans Journaling Samples of student work Conferencing

Action Step 3

- Give teachers the resources to extend their students ability to work independently and use a rubric to self monitor and evaluate their writing.

Person or Persons Responsible

All teachers Coaches Administrative Media Specialist

Target Dates or Schedule

August- June 2013-2014

Evidence of Completion

Lesson Plans Journaling Samples of student work Conferencing Rubrics

Facilitator:

Susan Law, FDLRS, [Florida Diagnostic Learning Resource Services]

Participants:

K-2 ELA Teachers

Plan to Monitor Fidelity of Implementation of G5.B5.S3

- Develop a writing group with one teacher per grade level to plan and implement meaningful writing experiences

Person or Persons Responsible

Teachers and leadership will monitor student writing journals as well as student portfolios during collaborative teacher exploration time, daily during writing conferences with students as well as quarterly to plan and implement lessons differentiated lessons according to individual student needs.

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

Journaling Student portfolios Conferencing

Plan to Monitor Effectiveness of G5.B5.S3

Conference with individual students and note their strengths and weakness. Monitor students weekly to make sure they are moving towards their set individual goals.

Person or Persons Responsible

Teachers Literacy Coach Administrator

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

Journaling Anecdotal notes Conferencing Logs

G6. To increase proficiency percentage from 58% [78/135} to 68% [104/ 153] of 3rd- 5th grade students in 2013-2014. All K-5 Math Teachers will Implement New Curriculum Guides with fidelity to ensure proficiency at each grade level.

G6.B1 New teachers to the District.

G6.B1.S1 Provide on-going coaching and mentor support to all new teachers.

Action Step 1

Collaboratively identify needs of teacher support

Person or Persons Responsible

Math Teachers, Mentors, Math Coach, District Specialist, Administrators

Target Dates or Schedule

on-going

Evidence of Completion

Monitor the Mentee & Mentorship meetings of each teacher needing support.

Facilitator:

MMCA, Kim Stanley, District Math Specialist Andy Newman, PDF & Reading Coach Clemijene Alexander, Principal Joseph Blitch, Assistant Principal Diedre Johnson, District Cadre Sherell Shako, Mentor & Math Coach

Participants:

K-5 New Teachers to Grade Level K-5 Novice Teachers Math Teachers needing Support

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

Support teacher(s) needs based on CAST, Coordinate Mentee/ Mentor teacher support

Person or Persons Responsible

Administration & Math Coach, PDF

Target Dates or Schedule

on-going

Evidence of Completion

Feedback forms, CAST, Mentee/ Mentorship observation

Plan to Monitor Effectiveness of G6.B1.S1

Design a calendar and professional development schedule for Mentee & Mentors to meet.

Person or Persons Responsible

Administration, Math Coach, PDF

Target Dates or Schedule

on-going

Evidence of Completion

Sign-in sheets, Professional Development schedules, and Mentee/ Mentor meetings schedules

G6.B1.S2 Implement the Gradual Release Responsibility Model with fidelity.

Action Step 1

Implement with fidelity the Gradual Release Model of instruction with focused use of "I Do", "We Do", "They Do", "You Do", and "Closure". Introduce the Essential Question; Introduction of vocabulary and utilization of word walls; Use of Anchor charts; Use of Accountable talk and quick checks of student work.

Person or Persons Responsible

All K-5 Math Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Professional Development on Gradual Release Model ,Lesson Plans, Focus- walks feedback forms.

Facilitator:

MMCM [Monthly Math Coach Monthly] Wendy Dobson, District Math Specialist Darian Smith, District Math Specialist

Participants:

Sherell Shako, School-Based Math Coach K-5 Math Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Ensure the implementation of the instructional delivery of the Gradual Release Model for all teachers.

Person or Persons Responsible

All K-5 Teachers, Math Coach and Administrators.

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Lesson Plans, Feedback observation forms, Teacher Academy Completion, Classroom focus-walks.

Plan to Monitor Effectiveness of G6.B1.S2

Consistently provide support and monitor instructional framework of teachers.

Person or Persons Responsible

District Specialist, Administrators, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

CAST, Monitoring forms, Observational Feed-back Forms

G6.B1.S3 Provide Curricular and Instructional Support.

Action Step 1

Implement Professional Development Trainings, and Common Planning instructional support to all K-5 Math teachers

Person or Persons Responsible

District Specialist, Administrators, Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Professional Development Surveys, Sign- In Forms and Common Planning Agendas.

Facilitator:

Sherell Shako, School-Based Math Coach

Participants:

K-5 Math Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Continuously provide on-going weekly instructional and support to all K-5 math teachers.

Person or Persons Responsible

Administrators and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Focus- walks, Professional Development, Math Coach's Log

Plan to Monitor Effectiveness of G6.B1.S3

Meet consistently with All K-5 Math Teachers to provide teacher support.

Person or Persons Responsible

Administrators, and Math Coach

Target Dates or Schedule

Weekly Common- Planning

Evidence of Completion

Math Coach's Log, Focus-Walks and Common Planning Log

G6.B2 Quality and lack of rigor in mathematical pedagogy.

G6.B2.S1 Implement and incorporate rigorous lessons based of Depth of Knowledge (DOK) into Core Instruction with K-2 Common Core and Mathematical Practices.

Action Step 1

Incorporate the Depth of Knowledge & high-order inquiry into daily lessons to ensure rigor of content.

Person or Persons Responsible

All K-5 Math Teachers, Math Coach, Administrators

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Continuous Focus-walks, Lesson Plans, Math Coach Log

Facilitator:

Sherell Shako, School-Based Math Coach Kim Stanley, District Math Specialist

Participants:

K-5 Math Teachers

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Provide Professional Development on incorporating rigor into Curriculum Lesson Guides based on Depth of Knowledge

Person or Persons Responsible

Administrators and Math Coach

Target Dates or Schedule

On-going

Evidence of Completion

Professional Development Agendas, data collection of CGA, Data Chats, Lesson Plans

Plan to Monitor Effectiveness of G6.B2.S1

Support the implementation of rigorous lessons into lesson plans by the use of DOK into core instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Focus-walks and Higher-order Questions as evidenced in Curriculum Guides

G6.B3 Lack of strong foundation of numeracy.

G6.B3.S1 All K-5 Teachers will implement standards-based fluency activities within MTSS/ RTI Center Rotation Time

Action Step 1

K-5 Math Teachers will utilize MTSS/ RTI time to incorporate Fluency activities during Center Rotation Time.

Person or Persons Responsible

All K-5 Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Daily Schedules, Center Rotations Time evidenced within Lesson Plans,

Facilitator:

Sherell Shako, School-Based Math Coach

Participants:

K-5 Math Teachers

Plan to Monitor Fidelity of Implementation of G6.B3.S1

During Center Rotations, all K-5 Math Teachers will incorporate standard-based robust activities to increase fluency in Numeracy.

Person or Persons Responsible

All K-5 Math Teachers, Math Coach and District Specialist.

Target Dates or Schedule

August 19th, 2013- June 2014.

Evidence of Completion

Lesson Plans with evidence of Center Rotations, Focus Walks, Common Planning Coaching Feedback Form.

Plan to Monitor Effectiveness of G6.B3.S1

Monitor the Center Rotations of teachers to ensure the use of standard-based fluency activities.

Person or Persons Responsible

Administrators and Math Coach

Target Dates or Schedule

August 2013- June 2014.

Evidence of Completion

Focus Walks, use of technology such as Reflex, Gizmo, and i-Ready Common Core, and Ready-Common Core small group within the Math classes.

G7. 55% [74/ 135]of African Americans were proficient in Math in 2012-2013. Student's AMO target was 60%. Our Goal is to increase the proficiency percentage of African American students by 10% from 55% to 65% [99/ 153] for 2013-2014.

G7.B1 All K-5 Math Teachers have shown good growth in student math achievement. Continued support and rigorous instructional Delivery is needed for continued growth in math.

G7.B1.S1 Implement New District Initiatives of Curriculum Learning Guides, Curriculum Guide Baseline Assessments, Quarterly Curriculum Assessments, i- Ready Diagnostic Assessments, Ready Common Core, Reflex, Gizmo, Success Maker, Implementation of Gradual Release Model, Data Chats, Monitoring Forms, Teacher Made Assessments

Action Step 1

Implement all new District initiatives and use data to support and guide instruction

Person or Persons Responsible

All K-5 Math Teachers

Target Dates or Schedule

August 19th- June 2014

Evidence of Completion

Data Chats, Monitoring Forms, Teacher made Assessments, and Common Planning Forms.

Facilitator:

Kim Stanley, District Math Specialist [K-5] Sherell Shako, School-Based Math Coach

Participants:

K-5 Math Teachers, Resource Teachers

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

Monitor the implementation of District Initiatives.

Person or Persons Responsible

Administration, Math Coach, District Specialist

Target Dates or Schedule

On-going

Evidence of Completion

Focus Walks, Monitoring forms, Analysis of data, and CAST Evaluations

Plan to Monitor Effectiveness of G7.B1.S1

Effectively monitor all K-5 math teachers to determine if strategies have been utilized.

Person or Persons Responsible

Administration, District Specialist, Math coach

Target Dates or Schedule

August 19th- On-going

Evidence of Completion

Quarterly Assessments, Lesson Plans, Monitoring Forms, Data Analysis, Common Planning, and student achievement data

G8. To increase Science proficiency from 24% [11/ 46] to 35% [17/49] in 2013-2014.

G8.B1 Science Lab needs to be developed and reorganized.

G8.B1.S1 Develop a plan to reorganize the Science Lab.

Action Step 1

Create an action plan to create a working Science Lab with materials needed to conduct Aligned Investigations .

Person or Persons Responsible

Science Lead Teacher, District Science Specialist, Science Committee

Target Dates or Schedule

August 19th-October 31st. 2013

Evidence of Completion

Focus Walks, Science Committee Minutes, Action Plan,

Facilitator:

District Science Specialist, Mcabee Science Lead, Martin McKennon Science Committee Members

Participants:

K-5 Science Teachers , Resource Teachers

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

Monitor the use and organization of the Science Lab.

Person or Persons Responsible

Administration, Science Lead, District Specialist

Target Dates or Schedule

October 31st-June 2014

Evidence of Completion

Sign-In sheets for Monitoring the use of Lab, Check-List for Implementation of Science Lab,

Plan to Monitor Effectiveness of G8.B1.S1

Determine the effectiveness of the Science Lab .

Person or Persons Responsible

Administration, Science Lead Teacher, K-5 Science Committee, District Science Specialist

Target Dates or Schedule

On-Going.

Evidence of Completion

Common Planning Discussions, Science Committee Survey, Student Achievement Data.

G8.B2 Students lack prerequisite science vocabulary & comprehensive skills needed to develop their thinking.

G8.B2.S1 Integrate Science and Nonfiction Reading; Develop awareness of Item Specifications & Content Descriptions as well as use of C-Palms. Hold a school-wide Science Fair with focus on Physical & Life Sciences.

Action Step 1

More awareness of use of resources such as Item Specs, Content Descriptions, C-Palms, and Integrate Science & Reading Content.

Person or Persons Responsible

All K-5 Science Teachers, Science Lead, ELA teachers, Reading Coach, Administration, and Science Committee

Target Dates or Schedule

August 19th- June 2014

Evidence of Completion

Professional Development, Sign-in sheets, Lesson Plans showing evidence of use of resources, Science Committee Data Chats

Facilitator:

Martin McKennon, Science Lead District Science Specialist Clemijene Alexander, Principal Joseph Blitch, Assistant Principal Andy Newman, School Based- Reading Coach

Participants:

All K-5 Teachers [ELA , Math , Science] & Resource Teachers

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Ensure that Science Teachers are utilizing Non-Fiction reading with Science, Item specs, and content descriptions, and C-Palms in instructional Delivery.

Person or Persons Responsible

All K-5 Science Teachers, Science Lead, Reading Coach, Administration, and Science Committee

Target Dates or Schedule

August 19th- June, 2014

Evidence of Completion

Classroom visits, Lesson Plans, Focus Walks, and quarterly monitoring of student achievement in Science.

Plan to Monitor Effectiveness of G8.B2.S1

Monitor the Effectiveness of Science Teachers' use of the Integration of Science with Non-Fiction Reading; Use of Item Specs; Use of Content Descriptions and C-Palms to increase science vocabulary and comprehension.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 19th-June, 2014

Evidence of Completion

Cast Evaluations, Lesson Plans, Monitoring Forms, Quarterly Science CGA's, and Teacher Made Assessments

G8.B3 Teachers need sufficient time to implement Science .

G8.B3.S1 Infuse Reading comprehension strategies with Science to obtain maximum achievement. Inform ELA teachers of Science Topics.

Action Step 1

Integrate Science into Reading.

Person or Persons Responsible

All K- 5 Science & Reading teachers, Science Lead Teacher, Reading Coach

Target Dates or Schedule

August 19th - June 2014

Evidence of Completion

Lesson Plans, Common Planning, Lesson Study

Plan to Monitor Fidelity of Implementation of G8.B3.S1

Monitor the implementation of Science with Reading.

Person or Persons Responsible

Administration, Reading Coach

Target Dates or Schedule

August 2013- June 2014.

Evidence of Completion

Lesson Plans, Quarterly CGA's, Focus Walks, Common Planning

Plan to Monitor Effectiveness of G8.B3.S1

Monitor how Reading Strategies are infused with Science

Person or Persons Responsible

Administration, Science Lead, Reading Coach

Target Dates or Schedule

August 2013- June 2014.

Evidence of Completion

Lesson Plans, Focus Walks, Data Chats

G9. Annie R. Morgan will reduce the number of students receiving discipline referrals from 11% [41/381] by 5% [18/ 351] ; Reduce the number of accidents from 33% [59/381] to 18% [63/351] in 2013-2014.

G9.B2 Lack of training in Foundations/CHAMPS, Second Step Bullying, and Speak Up Speak Out Curriculum

G9.B2.S1 Administration/Foundations Team will provide updated training on CHAMPS, Second Step Bullying, and Speak Up Speak Out for new teachers and teachers wishing to take a refresher course.

Action Step 1

The number of teachers trained in behavior intervention strategies/programs at ARM will increase to 100%

Person or Persons Responsible

Administration/Foundations Committee

Target Dates or Schedule

Early Release Training Day

Evidence of Completion

A measurable reduction in the number of discipline referrals each quarter.

Facilitator:

Clemijene Alexander, Principal Joseph Blitch, Assistant Principal Kimberlae Gregg, School Counselor Megan Parenteau, Foundations School-Based Trainer

Participants:

All K-5 Teachers & Resource Teachers

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Number of discipline referrals/classroom disruptions

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Each quarter, the number of discipline referrals will be reduced by 50% based on data from the 2012/2013 school year.

Plan to Monitor Effectiveness of G9.B2.S1

Implementation of behavior strategies (CHAMPS, Speak Up Speak Out, and Second Step Bullying)

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Discipline referrals will decrease by 50% from the 2012-2013 to the 2013-2014 school year.

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 I, Part A

Funding from Title I, Part A is allocated to provide after-school support to students requiring additional remediation through after-school programs, Saturday School and Summer School. Title I Funds are also used to fund the following: Part-time Reading Interventionist, Math Coach and a First Grade Teacher. Title I Funds are also used to fund a part-time Parent Volunteer Liaison for the school. Cultural field trips for students are funded using Title I funds as well.

Title II

Annie R. Morgan Elementary receives supplemental funds for improving student performance through the purchase of instructional and professional development.

Supplemental Academic Instruction SAI

Funding is allocated to provide remediation to struggling 3rd, 4th and 5th grade students who scored a Level 1 or 2 on the FCAT 2.0 Reading and or Math section through after-school and Saturday School.

Violence Prevention Programs

Annie R. Morgan Elementary School offers a non-violence, anti drug and anti Bullying Programs to students that incorporates field trips, community service and counseling. The school's curricula covers Safe School Preparedness and Mitigation (Emergency Management Training), Foundations C.H.A.M.P.s, Second Step/ Anti-Bullying, Character Education through the Learning For Life Program, Red Ribbon Week (anti-drugs) Program, Speak Up Be Safe, as well as Early Warning Signs of Bullying Training as well as signs of Child Abuse.

Nutrition Programs

Annie R. Morgan Elementary School participates in Free Breakfast in the Classroom (BIC Program) and Free lunch program through the (CEO) Community Eligibility Options Program.

Annie R. Morgan Elementary School currently has one Voluntary Pre- Kindergarten Program (VPK) funded partially by Title I.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To Increase the percentage of students meeting and exceeding the reading standards from 37% [50 /135] to 49% [74/153] on the Reading FCAT 2014.

G1.B4 Entering grade level with limited reading and speaking and vocabulary

G1.B4.S1 Design and implement word studies by using word sorts and graphic organizers to increase vocabulary and comprehension of grade level text

PD Opportunity 1

- Interactive Journals - Making words activities - Words Sorts - Differentiated Centers - Use Reference Materials (Thesaurus, Dictionary - Participate in professional development - Pre-planning professional development

Facilitator

District Specialist Coaches

Participants

ELA Teachers Administration Support Staff Instructional Coaches/ Specialist

Target Dates or Schedule

August 19, -June 2013

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar *
Teacher made assessments

G1.B5 Lack of enrichment in the literacy block

G1.B5.S1 Implement small group/ guided reading to increase reading levels so students will be proficient at grade level text

PD Opportunity 1

- RTI Groups / Successmaker - Teacher led Literature Cirlces - Guided Reading - Differentiated Centers - Grade level exploration - Gradual Release Model - Differentiated Centers - Independent Work

Facilitator

Renee Jackson, District Literacy Specialist [K-2] Melissa Warner, District Literacy Specialist [3-5]
Andy Newman, School- Based Reading Coach

Participants

K-5 ELA Teachers

Target Dates or Schedule

August 19, -June 2013

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G1.B6 Lack of higher order vocabulary

G1.B6.S1 Integration of nonfiction / informational text materials into reading

PD Opportunity 1

- Plan and implement lessons cross-curricular using a variety of text to expose students to higher vocabulary - Incorporate Social Studies and Science in reading centers to allow students the opportunity for hands on exploration - Use informational text to teach reading, writing, comprehension skills. - Teach students a variety of strategies to determine meanings of words within a text (Synonym / Antonym - Lesson Study - Grade level exploration

Facilitator

Renee Jackson, District Reading Specialist [K-2] Melissa Walker. District Reading Specialist [3-5]
Andy Newman, School-Based Reading Coach

Participants

K-2 ELA Classroom Teachers, 3-5 ELA Classroom Teachers, Resource Teachers

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G2. To Increase the percentage of Economically Disadvantage students meeting and exceeding the standards from 35% [47 /135] to 49% [74/153] on the Reading FCAT 2013-2014.

G2.B4 Entering grade level with limited reading and speaking and vocabulary

G2.B4.S1 Design and implement word studies by using word sorts and graphic organizers to increase vocabulary and comprehension of grade level text.- Interactive Journals - Making words activities - Words Sorts - Differentiated Centers - Use Reference Materials (Thesaurus, Dictionary) - RTI instructional activities

PD Opportunity 1

- Participate in professional development - Pre-planning professional development - Work with grade level team to plan meaningful reading lessons that expose students to the world around them.- Grade level exploration - Gradual Release Model - Differentiated Centers that include cultural text imbedded into the informational text center - Independent Work - Lesson Study - Grade level exploration

Facilitator

Renee Jackson, District Reading Specialist [K-2] Andy Newman, School-Based Reading Coach

Participants

K-2 ELA Teachers

Target Dates or Schedule

August 19, - June 2013

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

G2.B5 . Lack of enrichment in the literacy block

G2.B5.S1 Implement small group/ guided reading using literature to encourage schema to a variety of cultures to increase reading levels so students will be proficient at grade level text - RTI Groups / Successmaker - Teacher led Literature circles using a variety of text to expose students to cultural diversity - Guided Reading - Differentiated Centers

PD Opportunity 1

-Implement Gradual Release Responsibility Model with fidelity -Implement teacher led literature circles/ book talks/ novel studies to increase comprehension.

Facilitator

District Literacy Specialist Training

Participants

Andy Newman, School-Based Reading Coach K-5 ELA Teachers & Resource Teachers

Target Dates or Schedule

August - June 2013-2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G2.B6 Lack of higher order vocabulary

G2.B6.S1 Integration of nonfiction / informational text materials into reading to expose them to the world around them. - Plan and implement lessons cross-curricular using a variety of text to expose students to higher vocabulary - Incorporate Social Studies and Science in reading centers to allow students the opportunity for hands on exploration - Use informational text on students reading level to teach reading, writing, and comprehension skills. - Teach students a variety of strategies to determine meanings of words within a text (Synonym / Antonym) - Reading around the world

PD Opportunity 1

Plan , model, implement, monitor, collaborate so there are cross-curricular lessons . Expose students to a variety of genres by using a variety of literary activities (centers, independent reading, home learning and RTI instruction)Vertical Collaboration between grade levels for expectations/ prerequisite skills

Facilitator

Melissa Warner District Reading Specialist, [3-5] Andy Newman, School-Based Reading Coach

Participants

K-5 ELA Teachers, Resource Teachers

Target Dates or Schedule

August – June 2013- 2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G3. To Increase the percentage of Students With Disabilities meeting and exceeding the standards from 25% [4/16] to 34% [5 /15] or higher on the Reading FCAT 2013- 2014.

G3.B11 Entering grade level with limited reading and speaking and vocabulary

G3.B11.S1 - Design and implement word studies by using word sorts and graphic organizers to increase vocabulary and comprehension of grade level text.- Making words activities - Words Sorts - Differentiated Centers - RTI instructional activities - Kinesthetic activities - Integration of technology - Fluency drills

PD Opportunity 1

- Participate in professional development - Pre-planning professional development - Work with grade level team and ESE to plan meaningful RTI lessons and small group lessons

Facilitator

Andy Newman, School-Based Reading Coach
Renee Jackson, District Literacy Specialist [K-2]
Melissa Warner, District Literacy Specialist [3-5]

Participants

K-5 ELA Teachers, and Resource Teachers

Target Dates or Schedule

August 19, - June 2013

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Professional Development Calendar

G3.B13 Lack of integration in the classroom

G3.B13.S1 Implement small group/ guided reading to increase reading levels so students will be proficient at grade level text. - RTI Groups / Successmaker - Guided Reading - Differentiated Centers - ESE teacher lessons

PD Opportunity 1

- Grade level exploration - Gradual Release Model - Differentiated Centers - Independent Work

Facilitator

Andy Newman, School-Based Reading Coach
Renee Jackson, District Literacy Specialist [K-2]
Melissa Warner, District Literacy Specialist [3-5]

Participants

K-5 ELA and Resource Teachers

Target Dates or Schedule

August 19,-June 2014

Evidence of Completion

- Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G3.B14 Lack of organizational skills

G3.B14.S1 : Students will read informational text and be able to identify the text structure as well as how to use the text features provided in both fiction and non-fiction text.

PD Opportunity 1

- Plan and implement lessons cross-curricular using a variety of text to expose students to higher vocabulary - Incorporate Social Studies and Science in reading centers to allow students the opportunity for hands on exploration - Use informational text on students reading level to teach reading, writing, and comprehension skills. - Teach students a variety of strategies to determine meanings of words within a text (Synonym / Antonym)- Lesson Study - Grade level exploration

Facilitator

Renee Jackson, District Literacy Coach [K-2] Melissa Warner, District Literacy Coach [3-5] Andy Newman, School-Based Reading Coach

Participants

K-5 ELA Teachers

Target Dates or Schedule

August 19, - June 2013

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G4. To Increase the percentage of African American students meeting and exceeding the standards from 31% [41/ 135] to 47% [71/153] on the Reading FCAT 2014.

G4.B6 Lack of higher order vocabulary

G4.B6.S1 Integration of nonfiction / informational text materials into reading .- Plan and implement lessons cross-curricular using a variety of text to expose students to higher vocabulary - Incorporate Social Studies and Science in reading centers to allow students the opportunity for hands on exploration - Use informational text on students reading level to teach reading, writing, and comprehension skills. - Teach students a variety of strategies to determine meanings of words within a text (Synonym / Antonym

PD Opportunity 1

Plan , model, implement, monitor, collaborate so there are cross-curricular lessons Expose students to a variety of genres by using a variety of literary activities (centers, independent reading, home learning and RTI instruction) Vertical Collaboration between grade levels for expectations/ prerequisite skills

Facilitator

Andy Newman, School-Based Reading Coach
Renee Jackson, District Literacy Specialist [K-2]
Melissa Warner, District Literacy Specialist [3-5]

Participants

K-5 ELA Teachers & Resource Teachers

Target Dates or Schedule

August – June 2013- 2014

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G5. To Increase the percentage of students meeting and exceeding the standards in Writing from 67% [30/ 45] to 75% [31/42] in 2014 FL WRITES.

G5.B5 Professional development for teachers in the writing process

G5.B5.S1 Conduct professional development for teachers on how to plan and implement lessons for writing that includes explicit modeling, work time, conferencing and sharing.

PD Opportunity 1

-Continue to research the best practices for teaching writing and monitor the implementation.

Facilitator

Susan Law, FDLRS, [Florida Diagnostic Learning Resource Services]

Participants

K-2 ELA Teachers

Target Dates or Schedule

- Third grade will use their grade level exploration time to design and implement lesson studies on the Four areas designed on the FCAT 2.0 rubric for writing (focus, organization, conventions and support) - Design and teach lesson studies on how to properly conference with students about writing. - Design and teach lesson studies on conventions.

Evidence of Completion

- Grade level minutes - Lesson plans - Journaling - Samples of Student work - Anecdotal Notes - Conferencing Logs

G5.B5.S2 Vertical collaboration with all grade levels

PD Opportunity 1

-Plan a time to team teach a writing lesson with a another grade level

Facilitator

Susan Law, FDLRS, [Florida Diagnostic Learning Resource Services]

Participants

K-2 ELA Teachers

Target Dates or Schedule

August-June 2013-2014

Evidence of Completion

Lesson Plans Anecdotal notes Journaling

G5.B5.S3 Best practice instruction on moving students in writing

PD Opportunity 1

- Give teachers the resources to extend their students ability to work independently and use a rubric to self monitor and evaluate their writing.

Facilitator

Susan Law, FDLRS, [Florida Diagnostic Learning Resource Services]

Participants

K-2 ELA Teachers

Target Dates or Schedule

August- June 2013-2014

Evidence of Completion

Lesson Plans Journaling Samples of student work Conferencing Rubrics

G6. To increase proficiency percentage from 58% [78/135} to 68% [104/ 153] of 3rd- 5th grade students in 2013-2014. All K-5 Math Teachers will Implement New Curriculum Guides with fidelity to ensure proficiency at each grade level.

G6.B1 New teachers to the District.

G6.B1.S1 Provide on-going coaching and mentor support to all new teachers.

PD Opportunity 1

Collaboratively identify needs of teacher support

Facilitator

MMCA, Kim Stanley, District Math Specialist Andy Newman, PDF & Reading Coach Clemijene Alexander, Principal Joseph Blitch, Assistant Principal Diedre Johnson, District Cadre Sherell Shako, Mentor & Math Coach

Participants

K-5 New Teachers to Grade Level K-5 Novice Teachers Math Teachers needing Support

Target Dates or Schedule

on-going

Evidence of Completion

Monitor the Mentee & Mentorship meetings of each teacher needing support.

G6.B1.S2 Implement the Gradual Release Responsibility Model with fidelity.

PD Opportunity 1

Implement with fidelity the Gradual Release Model of instruction with focused use of "I Do", "We Do", "They Do", "You Do", and "Closure". Introduce the Essential Question; Introduction of vocabulary and utilization of word walls; Use of Anchor charts; Use of Accountable talk and quick checks of student work.

Facilitator

MMCM [Monthly Math Coach Monthly] Wendy Dobson, District Math Specialist Darian Smith, District Math Specialist

Participants

Sherell Shako, School-Based Math Coach K-5 Math Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Professional Development on Gradual Release Model ,Lesson Plans, Focus- walks feedback forms.

G6.B1.S3 Provide Curricular and Instructional Support.

PD Opportunity 1

Implement Professional Development Trainings, and Common Planning instructional support to all K-5 Math teachers

Facilitator

Sherell Shako, School-Based Math Coach

Participants

K-5 Math Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Professional Development Surveys, Sign- In Forms and Common Planning Agendas.

G6.B2 Quality and lack of rigor in mathematical pedagogy.

G6.B2.S1 Implement and incorporate rigorous lessons based of Depth of Knowledge (DOK) into Core Instruction with K-2 Common Core and Mathematical Practices.

PD Opportunity 1

Incorporate the Depth of Knowledge & high-order inquiry into daily lessons to ensure rigor of content.

Facilitator

Sherell Shako, School-Based Math Coach Kim Stanley, District Math Specialist

Participants

K-5 Math Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Continuous Focus-walks, Lesson Plans, Math Coach Log

G6.B3 Lack of strong foundation of numeracy.

G6.B3.S1 All K-5 Teachers will implement standards-based fluency activities within MTSS/ RTI Center Rotation Time

PD Opportunity 1

K-5 Math Teachers will utilize MTSS/ RTI time to incorporate Fluency activities during Center Rotation Time.

Facilitator

Sherell Shako, School-Based Math Coach

Participants

K-5 Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Daily Schedules, Center Rotations Time evidenced within Lesson Plans,

G7. 55% [74/ 135] of African Americans were proficient in Math in 2012-2013. Student's AMO target was 60%. Our Goal is to increase the proficiency percentage of African American students by 10% from 55% to 65% [99/ 153] for 2013-2014.

G7.B1 All K-5 Math Teachers have shown good growth in student math achievement. Continued support and rigorous instructional Delivery is needed for continued growth in math.

G7.B1.S1 Implement New District Initiatives of Curriculum Learning Guides, Curriculum Guide Baseline Assessments, Quarterly Curriculum Assessments, i- Ready Diagnostic Assessments, Ready Common Core, Reflex, Gizmo, Success Maker, Implementation of Gradual Release Model, Data Chats, Monitoring Forms, Teacher Made Assessments

PD Opportunity 1

Implement all new District initiatives and use data to support and guide instruction

Facilitator

Kim Stanley, District Math Specialist [K-5] Sherell Shako, School-Based Math Coach

Participants

K-5 Math Teachers, Resource Teachers

Target Dates or Schedule

August 19th- June 2014

Evidence of Completion

Data Chats, Monitoring Forms, Teacher made Assessments, and Common Planning Forms.

G8. To increase Science proficiency from 24% [11/ 46] to 35% [17/49] in 2013-2014.

G8.B1 Science Lab needs to be developed and reorganized.

G8.B1.S1 Develop a plan to reorganize the Science Lab.

PD Opportunity 1

Create an action plan to create a working Science Lab with materials needed to conduct Aligned Investigations .

Facilitator

District Science Specialist, Mcabee Science Lead, Martin McKennon Science Committee Members

Participants

K-5 Science Teachers , Resource Teachers

Target Dates or Schedule

August 19th-October 31st. 2013

Evidence of Completion

Focus Walks, Science Committee Minutes, Action Plan,

G8.B2 Students lack prerequisite science vocabulary & comprehensive skills needed to develop their thinking.

G8.B2.S1 Integrate Science and Nonfiction Reading; Develop awareness of Item Specifications & Content Descriptions as well as use of C-Palms. Hold a school-wide Science Fair with focus on Physical & Life Sciences.

PD Opportunity 1

More awareness of use of resources such as Item Specs, Content Descriptions, C-Palms, and Integrate Science & Reading Content.

Facilitator

Martin McKennon, Science Lead District Science Specialist Clemijene Alexander, Principal Joseph Blitch, Assistant Principal Andy Newman, School Based- Reading Coach

Participants

All K-5 Teachers [ELA , Math , Science] & Resource Teachers

Target Dates or Schedule

August 19th- June 2014

Evidence of Completion

Professional Development, Sign-in sheets, Lesson Plans showing evidence of use of resources, Science Committee Data Chats

G9. Annie R. Morgan will reduce the number of students receiving discipline referrals from 11% [41/381] by 5% [18/ 351] ; Reduce the number of accidents from 33% [59/381] to 18% [63/351] in 2013-2014.

G9.B2 Lack of training in Foundations/CHAMPS, Second Step Bullying, and Speak Up Speak Out Curriculum

G9.B2.S1 Administration/Foundations Team will provide updated training on CHAMPS, Second Step Bullying, and Speak Up Speak Out for new teachers and teachers wishing to take a refresher course.

PD Opportunity 1

The number of teachers trained in behavior intervention strategies/programs at ARM will increase to 100%

Facilitator

Clemijene Alexander, Principal Joseph Blitch, Assistant Principal Kimberlae Gregg, School Counselor Megan Parenteau, Foundations School-Based Trainer

Participants

All K-5 Teachers & Resource Teachers

Target Dates or Schedule

Early Release Training Day

Evidence of Completion

A measurable reduction in the number of discipline referrals each quarter.

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	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

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

G2. To Increase the percentage of Economically Disadvantage students meeting and exceeding the standards from 35% [47 /135] to 49% [74/153] on the Reading FCAT 2013-2014.

G2.B5 . Lack of enrichment in the literacy block

G2.B5.S1 Implement small group/ guided reading using literature to encourage schema to a variety of cultures to increase reading levels so students will be proficient at grade level text - RTI Groups / Successmaker - Teacher led Literature circles using a variety of text to expose students to cultural diversity - Guided Reading - Differentiated Centers

Action Step 1

-Implement Gradual Release Responsibility Model with fidelity -Implement teacher led literature circles/ book talks/ novel studies to increase comprehension.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5. To Increase the percentage of students meeting and exceeding the standards in Writing from 67% [30/ 45] to 75% [31/42] in 2014 FL WRITES.

G5.B5 Professional development for teachers in the writing process

G5.B5.S1 Conduct professional development for teachers on how to plan and implement lessons for writing that includes explicit modeling, work time, conferencing and sharing.

Action Step 3

-Continue to research the best practices for teaching writing and monitor the implementation.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G5.B5.S3 Best practice instruction on moving students in writing

Action Step 3

- Give teachers the resources to extend their students ability to work independently and use a rubric to self monitor and evaluate their writing.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8. To increase Science proficiency from 24% [11/ 46] to 35% [17/49] in 2013-2014.

G8.B1 Science Lab needs to be developed and reorganized.

G8.B1.S1 Develop a plan to reorganize the Science Lab.

Action Step 1

Create an action plan to create a working Science Lab with materials needed to conduct Aligned Investigations .

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G9. Annie R. Morgan will reduce the number of students receiving discipline referrals from 11% [41/381] by 5% [18/ 351] ; Reduce the number of accidents from 33% [59/381] to 18% [63/351] in 2013-2014.

G9.B2 Lack of training in Foundations/CHAMPS, Second Step Bullying, and Speak Up Speak Out Curriculum

G9.B2.S1 Administration/Foundations Team will provide updated training on CHAMPS, Second Step Bullying, and Speak Up Speak Out for new teachers and teachers wishing to take a refresher course.

Action Step 1

The number of teachers trained in behavior intervention strategies/programs at ARM will increase to 100%

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed