



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Alimacani Elementary School

2051 SAN PABLO RD S

Jacksonville, FL 32224

904-221-7101

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 28%
Alternative/ESE Center No	Charter School No	Minority Rate 32%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	20
Goals Detail	21
Action Plan for Improvement	34
Part III: Coordination and Integration	0
Appendix 1: Professional Development Plan to Support Goals	61
Appendix 2: Budget to Support Goals	75

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Alimacani Elementary School

Principal

Katherine Stalls

School Advisory Council chair

Kenyatta Register

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

Name	Title
Katherine Stalls	Principal
Alandrea Turner	Assistant Principal
Mariah Spasoff	Assistant Principal
Karlyn Lundquist	School Counselor
Mary Ann Rouse	School Technology Contact
Virginia Greer	Literacy Lead Teacher
Pamela Fuller	Math Lead Teacher

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

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

Kenyatta Register - SAC Chairperson and Parent
 Erin Scott - SAC Co-Chairperson and Business Partner
 Kathy Stalls - School Principal
 Ann Mimms - Principal's Secretary
 Melisia Bodkin- Parent and PTA Board President
 Karen Houck - Parent and PTA Board Member
 Jenna Pugh - Teacher Representative
 Stephanie Michaud - Paraprofessional
 Brennadette Davis - Parent
 Amy Powell - Community Member/Local Realtor

Dr. Joshua Heines - Parent and Community Member
 Diane DaCruz - Parent
 Marilyn Urquieta - Business Partner
 Paul Steinbach - Parent and Faith-Based Member

Involvement of the SAC in the development of the SIP

School wide data, including spring 2013 FCAT 2.0 results, has been reviewed with the SAC. The team will provide input about how to improve student achievement. Additionally, the School Advisory Council will determine resources/materials that could increase student achievement.

Activities of the SAC for the upcoming school year

The School Advisory Council is responsible for the review of projects and school-related components in conjunction with decision-making for the progression of student achievement. Our SAC will participate in the development of the SIP, as well as its review and updates. Our SAC will perform other functions based on the principal's request, as well as recommend various support services for the school; conduct focus walks and classroom visits to increase their understanding of student learning; engage in community partnerships in an effort to support the development of new playground equipment for our students; seek and initiate programs that generate greater communication, cooperation between school and community; provide input in the development of safety updates to our school wide safety plan; and participate in planning and monitoring our school grounds.

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

The projected use of School Improvement Funds will support literacy within our school. The funds, if provided, will be used to purchase Books of the Month for each classroom the duration of the school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Katherine Stalls		
Principal	Years as Administrator: 18	Years at Current School: 8
Credentials	Elementary Education; Administration Supervision; Elementary Education 1-6; Nursery Kindergarten; School Principal K-12	
Performance Record	2013 Results: 78% High Reading Standards met; 68% High Math Standards met; 76% High Writing Standards met; 84% High Science Standards met; 66% Making Learning Gains in Reading; 78% Making Learning Gains in Math; 66% Lowest 25% Making Learning Gains in Reading; 87% Lowest 25% Making Learning Gains in Math	

Alandrea Turner		
Asst Principal	Years as Administrator: 9	Years at Current School: 5
Credentials	English 5-9; ESOL Endorsement; Educational Leadership; School Principal K-12	
Performance Record	2013 Results: 78% High Reading Standards met; 68% High Math Standards met; 76% High Writing Standards met; 84% High Science Standards met; 66% Making Learning Gains in Reading; 78% Making Learning Gains in Math; 66% Lowest 25% Making Learning Gains in Reading; 87% Lowest 25% Making Learning Gains in Math	

Mariah Spassoff		
Asst Principal	Years as Administrator: 4	Years at Current School: 1
Credentials	Elementary Education 1-6; Educational Leadership; School Principal K-12	
Performance Record	New administrator to current school from another Duval County elementary school	

Instructional Coaches

of instructional coaches

receiving effective rating or higher

Instructional Coach Information:

Mary Noll		
Part-time / District-based	Years as Coach:	Years at Current School: 1
Areas	Reading/Literacy	
Credentials		
Performance Record	Ms. Noll will be working with our K-2 ELA teachers during the course of this school year.	

Leslie Beasley		
Part-time / District-based	Years as Coach:	Years at Current School: 1
Areas	Reading/Literacy	
Credentials		
Performance Record	Ms. Beasley will be working with our grades 3-5 ELA teachers during the course of this school year.	

Mark Chatmon		
Part-time / District-based	Years as Coach:	Years at Current School: 1
Areas	Mathematics	
Credentials		
Performance Record	Mr. Chatmon will be working with our K-5 Math teachers during the course of this school year.	

Cynthia Carter		
Part-time / District-based	Years as Coach:	Years at Current School: 1
Areas	Science	
Credentials		
Performance Record	Ms. Carter will be working with our K-5 Science teachers during the course of this school year.	

Julia Crowe		
Part-time / District-based	Years as Coach:	Years at Current School: 1
Areas	Other	
Credentials		
Performance Record	Ms. Crowe will be working with our teachers of ESOL/ELL students during the course of this school year.	

Classroom Teachers

of classroom teachers
48

receiving effective rating or higher

47, 98%

Highly Qualified Teachers

94%

certified in-field

48, 100%

ESOL endorsed

33, 69%

reading endorsed

2, 4%

with advanced degrees

21, 44%

National Board Certified

9, 19%

first-year teachers

0, 0%

with 1-5 years of experience

3, 6%

with 6-14 years of experience

27, 56%

with 15 or more years of experience

25, 52%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

7, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

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

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

Alimacani follows the district recruiting guidelines. Alimacani's expectation is for all teachers to add to their bank of professional development by attending school-based and district-based training opportunities. Mentors are assigned to work extensively in an effort to support new staff members to

Alimacani. Grade level and department team mentors provide support for new staff members through on-going meetings. Teachers in need of assistance are identified through performance evaluations and data indicating low student performance. Teachers are required to submit quarterly student data that promotes the current status of their instructional program. Staff members responsible for teacher recruitment and retention are: principal, assistant principals, mentor teachers and lead academic teachers.

In addition, our school works collaboratively with the University of North Florida, Jacksonville University, and Florida State College at Jacksonville to host interns finalizing their course of study to become teachers and pre-interns obtaining on-going field experience. As a result of our connections with surrounding colleges/universities, Alimacani has the opportunity to recruit teachers with current research-based training and those who are acclimated to our school community.

Our school principal, along with our professional development facilitator, lead the Mentoring and Induction for Novice Teachers (MINT). In addition, they also ensure experience teachers who need additional support are provided opportunities to improve and develop. MINT participants have regularly scheduled meetings to review district expectations, as well as to address their specific needs and concerns. Teachers are given the opportunity to observe their peers and participate in professional learning communities. Furthermore, this allows all teachers to grow and develop highly-effective instructional practices. Professional development opportunities are provided for all staff members to enhance continuity and develop high-quality teachers.

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

Beginning teachers fill the requirements of Mentoring and Induction for Novice Teachers (MINT) Program. Mentors are paired with new teachers as applicable - by grade level and/or subject. Mentors meet with novice teachers very often (several times in the course of a week) to provide support and direction. Mentors also observe novice teachers and provide feedback about their instructional delivery, lesson plan development, student engagement, and/or other attributes. Our school provides ongoing support to make certain each teacher feels a part of the learning community.

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

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

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

Participants act as liaisons for the implementation of the MTSS/RtI Problem Solving Model at the school level and receive ongoing training which they impart to the school, provide intervention services based on targeted programs at the district/school level, conduct systemic meetings in an effort to make decisions based on a continuum of student needs, track student progress and collaborate in using data to make decisions about interventions and strategies that support student needs through the problem solving process.

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

Administrative Team (Principal and two Assistant Principals) - provide a common vision for the use of data-based decision making, monitors the implementation of MTSS/RtI, conducts assessment skills of

school staff, ensures the implementation of intervention supports and documentation requirements, reviews student data, and meets with MTSS/Rtl members, communicates with parents regarding school-based plans and activities using the problem-solving model. The administrative team identifies the needs of students while working with district and school personnel to identify intervention strategies, assists in the design and implementation of progress monitoring processes, data collection and data analysis, participates in the design and delivery of professional development, and provides support for the administration of various assessments.

Foundations Team (Grade Level Representatives/School Counselor/Administrators) - provides information pertaining to school wide and classroom student safety and behavior management, participates in the collection and analysis of behavioral data, provides professional development to staff, and collaborates with community support staff members to target behavioral interventions utilizing the MTSS/Rtl problem solving model.

Mentors/Community Support Members (Linda Sloan and Susan Rewis) - identifies systemic patterns of student need while working with classroom teachers and district personnel to identify appropriate, evidence-based intervention strategies, provide assistance in determining MTSS/Rtl Interventions and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for data collection/analysis.

School Counselor (Ms. Lundquist) - provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success, provides consultation services to general and special education teachers, parents, and administrators, provides group and individual student interventions, and conducts direct observation of student behavior.

Establishes agendas and directs MTSS/Rtl Problem Solving school-based leadership team meetings in an effort to remain focused on targeted student needs and accountability. Updates and Maintains the School-Based MTSS/Rtl Grade Level Tracking Spreadsheets.

School Psychologist/Admissions Representative/Placement Support /Social Worker (Ms. Mathews, Ms. Daniels, Ms. Hicken and Ms. Thayer) - provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success, provides consultation services to general and special education teachers, parents, and administrators, provides group and individual student interventions, and conducts direct observation of student behavior.

Primary CPST Lead (Ms. Cartlidge) - provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Intermediate CPST Leads (Ms. Greer and Mr. Allen) - provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. They will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

The MTSS/Rtl Leadership Team's area(s) of expertise coupled with input from staff as we review on a monthly basis screening, assessments for/of learning data and link to instructional decisions; review progress monitoring data at grade and classroom level to identify student(s) who are meeting/exceeding benchmarks, as well as students who are at moderate or high risk for not meeting benchmarks. The team will identify professional development needs and resources. The team will problem solve, share effective practices, evaluate implementation and make decisions about implementation based on the

strengths and weaknesses of intensive programs.

How do we develop and maintain a problem-solving system that will provide professional growth for each staff member and impact academic achievement for our students?

Additional Guiding Questions include: What do we expect students to learn; what will be used to determine if students have or have not met learning goals; and what steps will be taken when evidence indicates students have not met goals?

The Guiding Questions above will review current and past data trends, diagnostic data, and progress monitoring data. Using this information, the team will identify and adjust professional development opportunities in an effort to create and facilitate effective teacher interventions/strategies which in turn may maximize student learning potential. The MTSS/RtI facilitators will attend district RtI training as applicable, followed by professional development for staff to keep them current on MTSS/RtI practices. School-based professional development needs and resources will be monitored.

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

Baseline Data: (FCAT 2.0) Florida Comprehensive Assessment Test in grades 3-5; Diagnostics and Baseline Data, Curriculum Guide Assessments in Reading-Math-Science, (DRA-2) Diagnostic Reading Assessment and (RR) Running Records, IOWA Reading Assessment, i-Ready Math Assessment, Success Maker, DAR Reading Assessment, ongoing Progress Monitoring, District Writing Assessments in grades 3-5, Duval County Math and Science Formatives/Summatives, Grade Level Meetings, Team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes, Discipline Referrals, Attendance Data, and other Environmental Information.

Midyear Data: Curriculum Guide Assessments in Reading-Math-Science, DRA 2 and Running Records, Duval County Assessments, District Writing Assessments in grades 3-5, District-mandated Formatives/Summatives, Grade Level Meetings, Team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes.

MTSS/RtI Implementation End of the Year Data: Spring 2014 FCAT 2.0 results, Curriculum Guide Assessments in Reading-Math-Science, (DRA-2) Diagnostic Reading Assessment and (RR) Running Records, IOWA Reading Assessment, i-Ready Math Assessment, DAR Reading Assessment, Success Maker, ongoing Progress Monitoring, District Writing Assessments in grades 3-5, Duval County Math and Science Formatives/Summatives, Grade Level Meetings, Team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes, Discipline Referrals, Attendance Data, and other Environmental Information.

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

MTSS/RtI Support Personnel along with the school-based counselor will participate in district level professional development, MTSS/RTI support personnel coupled with the school counselor will train Grade Level MTSS/RtI

Representatives. CPST grade level representatives will meet with each grade level to disseminate MTSS/RTI information during teacher meetings. Support personnel and the guidance counselor will continue to provide updated/current professional development for grade level CPST Representatives to disseminate to teachers on their grade level. CPST Representatives will disseminate MTSS/RtI information to their team teachers on early dismissal days as well as during Professional Learning Community Team Meetings as needed. MTSS/RtI information will also include venues for teachers to Look At Student Work (LASW), Analysis of Student Work, Lesson Studies, Collaborative Planning, Book Study, and may include Classroom Observations. All information shared will focus on research of MTSS/RTI best practices. Grade level Support personnel and the school counselor may also meet with individual teachers on an as needed basis. Support personnel and the school counselor will provide and/or explore venues for teachers to reach a comprehensive understanding of program analysis in an effort

to match the intervention/program to the targeted goal area for each identified student. Support personnel and the guidance counselor will assist teachers with a deeper and more fluid understanding of unpacking the MTSS/RtI Problem Solving Model at the classroom level with fidelity.

Literacy Leadership Team (LLT)

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

Name	Title
Kathy Stalls	Principal
Alandrea Turner	Assistant Principal
Mariah Spassoff	Assistant Principal
Tracy Beck	Kindergarten Teacher
Christine Brown	Kindergarten Teacher
Jenna Pugh	First Grade Teacher
Elizabeth Cartlidge	Second Grade Teacher
Holly Willis	Third Grade Teacher
Virginia Greer	Fourth Grade Teacher
Debbie Philipp-Edmonds	Fifth Grade Teacher
Kelly Louis	ESE Liaison

How the school-based LLT functions

Literacy Lead teachers will have the opportunity to attend all district training with the expectation of bringing the training to staff members within a ten day window period. It is expected that the Literacy Leadership Team will meet monthly as part of a professional learning community. They will identify strengths and needs on specified grade levels evidenced by collaborative review of student work/data coupled with (CPST) Collaborative Problem Solving Team Minutes housed within the MTSS/RtI Problem Solving Model. They will assist with the planning and implementation of professional development and monitoring of student work/data in an effort to meet the needs of our students.

Major initiatives of the LLT

One important initiative this year is to gain more understanding of new district-mandated reading assessments, including but not limited to Curriculum Guide Assessments; IOWA Reading Assessment; and DAR Assessment.

Professional Development Opportunities Focus: Reading/Lesson Study with emphasis on Vocabulary Development, Developing Rigor and Stamina in Independent Reading, coupled with an in-depth focus on the Readers Workshop component of Guided Reading Groups Action Steps to improve performance is inclusive of but not limited to analysis of data based on district programs and/or resources that provide support for at-risk students in an effort to strengthen decoding, word recognition, phonemic awareness, sound-letter correspondence, critical thinking skills with gradual release of responsibility, and comprehension through daily explicit, systematic lessons that include teacher modeling, carefully selected examples, guided practice, repetition and elaboration. In addition, professional learning community collaboration, full implementation of Readers and Writers Workshop, metacognitive strategies, mentoring for new teachers to a grade level, unpacking RtI at the school level grade level by grade level/classroom by classroom, unpacking the benchmarks, implementation of the (CCSS) Common Core State Standards as outlined as part of our district policy, and a deeper understanding of FCAT 2.0 specifications.

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

We currently have three pre-kindergarten classrooms, for students with disabilities. Our teachers provide ongoing instructional and behavioral support to our students. Teachers assess students' academic progress through a host of diagnostic tests, including the Battelle Developmental Inventory. Teachers incorporate a variety of learning activities that infuse multiple modalities in an effort to develop the whole child. Activities are inclusive of but not limited to read alouds, language and literacy development, centers/skills block, fine motor skills development, basic math concepts and Everyday Calendar Math, computer activities, and/or other developmental activities.

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	78%	78%	Yes	80%
American Indian				
Asian	84%	88%	Yes	86%
Black/African American	53%	54%	Yes	57%
Hispanic	71%	67%	No	74%
White	83%	80%	No	84%
English language learners				
Students with disabilities	46%	34%	No	51%
Economically disadvantaged	68%	67%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	130	31%	33%
Students scoring at or above Achievement Level 4	189	45%	47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	274	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	64	66%	68%

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	96	76%	78%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	68%	No	78%
American Indian				
Asian	84%	100%	Yes	86%
Black/African American	49%	34%	No	54%
Hispanic	73%	56%	No	76%
White	80%	70%	No	82%
English language learners				
Students with disabilities	55%	48%	No	60%
Economically disadvantaged	61%	54%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	28%	30%
Students scoring at or above Achievement Level 4	161	39%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	324	78%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	120	87%	89%

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	40	31%	33%
Students scoring at or above Achievement Level 4	65	51%	53%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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	3		0%
Students retained, pursuant to s. 1008.25, F.S.	11	1%	0%
Students who are not proficient in reading by third grade	9	6%	0%
Students who receive two or more behavior referrals	15	2%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3		0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

Our goal is to maintain a high percentage of parent/guardian/community involvement in school activities. We are aiming for at least 80% parent/community involvement in our school functions. We have many events throughout the school year, and our goal is to have as many families attend as possible. We notify our parents and community in many ways: school marquee, school website, flyers sent home with students, monthly school newsletter, home-to-school planners, announcements via intercom system, etcetera. Additionally, we have invited our business partners to attend our SAC and Flag Raising Ceremonies each month, as well as our Volunteer Orientation Breakfast. Several letters were mailed to our business partners, including a business partner agreement application.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	600	77%	80%
Real Men Read Week and Real Men Read Night	500	64%	80%
Fall Carnival	620	79%	80%
Family Fitness Night (Did not have this event last year)	N/A	%	80%
Spirit Night - Hosted by several Business Partners	450	58%	80%

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

Safety is a top priority at our school. Our goal is to ensure student safety throughout our school campus, including but not limited to the playground, classroom, cafeteria, restroom(s), and hallway. Our safety goal is to reduce the number of student accidents and/or Student Accident Reports this school year.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the number of Student Accident Reports	43	6%	4%

Goals Summary

- G1.** To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including White.
- G2.** To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.
- G3.** To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.
- G4.** To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Hispanic.
- G5.** To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.
- G6.** To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted area, inclusive of all students in grades 3, 4 and 5.
- G7.** To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including White.
- G8.** To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Black.
- G9.** To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Hispanic.
- G10.** To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.
- G11.** To increase the number of students at or above proficiency to at least 80% (FCAT 2.0 Levels 3, 4, and/or 5) in reading.
- G12.** To increase the number of students to at least 70% at or above proficiency (FCAT 2.0 Levels 3, 4, and/or 5) in mathematics.
- G13.** To increase writing proficiency in all grade levels, with an emphasis on increasing fourth grade FCAT 2.0 Writing results with more students achieving a writing score of 3.5 or above, which is at least 78% of our students.

- G14.** To increase science proficiency in grade 5, with at least 86% of our students scoring at or above proficiency (Levels 3, 4 and 5).

Goals Detail

G1. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including White.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- Demographic data for each teacher, identifying bottom quartile students by subgroup.
- Other resources include district-based Curriculum Guides with Common Core Benchmarks, Curriculum Guide Assessments, IOWA Assessment, DAR Assessment, Success Maker, Anecdotal Logs, Running Records, Guided Reading/Small Group Records and/or other applicable reading resources.

Targeted Barriers to Achieving the Goal

- Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy. Purposeful connection/understanding of student learning styles and intelligences.

Plan to Monitor Progress Toward the Goal

Track specific subgroups to determine reading improvements during the school year.

Person or Persons Responsible

District Reading Coaches, Classroom Teachers, administrative team.

Target Dates or Schedule:

The duration of the school year (August 2013-June 2014).

Evidence of Completion:

End of the year reading results, AMO reading goals met in each subgroup and/or FCAT 2.0 results.

G2. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- Demographic data for each teacher, identifying bottom quartile students by subgroup.
- Other resources include district-based Curriculum Guides with Common Core Benchmarks, Curriculum Guide Assessments, IOWA Assessment, DAR Assessment, Success Maker, Anecdotal Logs, Running Records, Guided Reading/Small Group Records and/or other applicable reading resources.

Targeted Barriers to Achieving the Goal

- Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy.
- Purposeful connection/understanding of student learning styles and intelligences through the use of developmentally appropriate materials that will challenge students to assimilate abstract concepts into a real-world focus.

Plan to Monitor Progress Toward the Goal

Track specific subgroups to determine reading improvements during the school year.

Person or Persons Responsible

District Reading Coaches, Classroom Teachers, administrative team.

Target Dates or Schedule:

The duration of the school year (August 2013-June 2014).

Evidence of Completion:

End of the year reading results, AMO reading goals met in each subgroup and/or FCAT 2.0 results.

G3. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- Demographic data for each teacher, identifying bottom quartile students by subgroup.
- Other resources include district-based Curriculum Guides with Common Core Benchmarks, Curriculum Guide Assessments, IOWA Assessment, DAR Assessment, Success Maker, Anecdotal Logs, Running Records, Guided Reading/Small Group Records and/or other applicable reading resources.

Targeted Barriers to Achieving the Goal

- Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy for each student's connection to what is purposeful and/or meaningful.
- Understanding of student learning styles and intelligences as related to appropriate levels/types of sensory stimulation which impacts the significance of each child's opportunity/exposure to build upon prior knowledge.

Plan to Monitor Progress Toward the Goal

Track specific subgroups to determine reading improvements during the school year.

Person or Persons Responsible

District Reading Coaches, Classroom Teachers, Lead ELA Teachers, Administrative Team Members

Target Dates or Schedule:

The duration of the school year (August 2013-June 2014).

Evidence of Completion:

End of the year reading results, AMO reading goals met in each subgroup and/or FCAT 2.0 results.

G4. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Hispanic.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- Demographic data for each teacher, identifying bottom quartile students by subgroup.
- Other resources include district-based Curriculum Guides with Common Core Benchmarks, Curriculum Guide Assessments, IOWA Assessment, DAR Assessment, Success Maker, Anecdotal Logs, Running Records, Guided Reading/Small Group Records, applicable ELL Teaching Strategies, and/or other applicable reading resources.

Targeted Barriers to Achieving the Goal

- Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on cultural relevancy.
- Purposeful connection/understanding of student learning styles and intelligences through authentic/meaningful tasks.

Plan to Monitor Progress Toward the Goal

Track specific subgroups to determine reading improvements during the school year.

Person or Persons Responsible

District Reading Coaches, Lead ELA Teachers, Classroom Teachers, and Administrative Team Members.

Target Dates or Schedule:

The duration of the school year (August 2013-June 2014).

Evidence of Completion:

End of the year reading results, AMO reading goals met in each subgroup and/or FCAT 2.0 results.

G5. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.
- Other resources include district-based Curriculum Guides with Common Core Math Benchmarks, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Gizmos, Math Anecdotal Logs, Math Interactive Journals/ Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy of each student's connection to what is purposeful and/or meaningful.

Plan to Monitor Progress Toward the Goal

Track specific subgroups to determine math improvements during the school year.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers, administrative team members.

Target Dates or Schedule:

Ongoing monitoring will last all year long (August 2013-June 2014).

Evidence of Completion:

Progress and improvements will be reflected in the FCAT 2.0 math results, as well as end of the year math assessments for each subgroup.

G6. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted area, inclusive of all students in grades 3, 4 and 5.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.
- Other resources include district-based Curriculum Guides with Common Core Math Benchmarks, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Gizmos, Math Anecdotal Logs, Math Interactive Journals/ Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state in an effort to balance skills versus concepts which target a students' zone of proximal development.
- Authentic and meaningful learning tasks.
- Students' attitude and motivation to learn math concepts.

Plan to Monitor Progress Toward the Goal

Track specific subgroups to determine math improvements during the school year.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers, Administrative Team Members.

Target Dates or Schedule:

Ongoing monitoring will last all year long (August 2013-June 2014).

Evidence of Completion:

Progress and improvements will be reflected in the FCAT 2.0 math results, as well as end of the year math assessments for each subgroup.

G7. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including White.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.
- Other resources include district-based Curriculum Guides with Common Core Math Benchmarks, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Gizmos, Math Anecdotal Logs, Math Interactive Journals/ Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, using varied teaching strategies.
- Documentation of growth and sharing information with students.
- Balance of math skills versus math concepts.

Plan to Monitor Progress Toward the Goal

Track specific subgroups to determine math improvements during the school year.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers, Administrative Team Members.

Target Dates or Schedule:

Ongoing monitoring will last all year long (August 2013-June 2014).

Evidence of Completion:

Progress and improvements will be reflected in the FCAT 2.0 math results, as well as end of the year math assessments for each subgroup.

G8. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Black.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.
- Other resources include district-based Curriculum Guides with Common Core Math Benchmarks, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Gizmos, Math Anecdotal Logs, Math Interactive Journals/ Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, as it relates to students' academic needs.
- Documenting math growth and sharing information with each child.
- Connecting what is purposeful and meaningful to the learner in mathematics.

Plan to Monitor Progress Toward the Goal

Track specific subgroups to determine math improvements during the school year.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers, Administrative Team Members.

Target Dates or Schedule:

Ongoing monitoring will last all year long (August 2013-June 2014).

Evidence of Completion:

Progress and improvements will be reflected in the FCAT 2.0 math results, as well as end of the year math assessments for each subgroup.

G9. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Hispanic.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.
- Other resources include district-based Curriculum Guides with Common Core Math Benchmarks, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Gizmos, Math Anecdotal Logs, Math Interactive Journals/ Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as it pertains to cultural relevancy.
- Math curriculum relevant to students' interest.
- Use of varied teaching strategies in mathematics.
- Opportunities for collaboration and social learning in mathematics.

Plan to Monitor Progress Toward the Goal

Track specific subgroups to determine math improvements during the school year.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers, and Administrative Team Members.

Target Dates or Schedule:

Ongoing monitoring will last all year long (August 2013-June 2014).

Evidence of Completion:

Progress and improvements will be reflected in the FCAT 2.0 math results, as well as end of the year math assessments for each subgroup.

G10. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.
- Other resources include district-based Curriculum Guides with Common Core Math Benchmarks, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Gizmos, Math Anecdotal Logs, Math Interactive Journals/ Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, with the use of varied and frequent methods of assessment/ feedback.
- Documenting math growth and sharing information.
- Address the special needs of learners in mathematics.

Plan to Monitor Progress Toward the Goal

Track specific subgroups to determine math improvements during the school year.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers, and/or Administrative Team Members.

Target Dates or Schedule:

Ongoing monitoring will last all year long (August 2013-June 2014).

Evidence of Completion:

Progress and improvements will be reflected in the FCAT 2.0 math results, as well as end of the year math assessments for each subgroup.

G11. To increase the number of students at or above proficiency to at least 80% (FCAT 2.0 Levels 3, 4, and/or 5) in reading.

Targets Supported

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

Resources Available to Support the Goal

- A variety of resources will be used to help increase student achievement, including but not limited to IOWA Reading Assessment, previous FCAT 2.0 data, baseline and diagnostic results, non-fiction literature (various subjects), authentic literature, Curriculum Guide Assessments, Guided Reading groups, Running Records, literacy skills groups, academic monitoring, Destination Success, Success Maker, and/or other valuable resources.

Targeted Barriers to Achieving the Goal

- Learner's limited ability to process higher level question stems.
- Authentic use of assessment data to differentiate instruction, while documenting growth and sharing information.
- Strategic implementation of Common Core State Standards in reading, with focused instruction on specific academic benchmarks through the use of meaningful learning tasks.

Plan to Monitor Progress Toward the Goal

Through early dismissal meetings and professional development, reading teachers will be able to share progress towards meeting this reading goal.

Person or Persons Responsible

District Reading Coaches, Classroom Teachers, Lead ELA Teachers, and Administrative Team Members.

Target Dates or Schedule:

The duration of the school year (August 2013-June 2014).

Evidence of Completion:

End of the year test results, including Spring 2014 FCAT 2.0 reading results.

G12. To increase the number of students to at least 70% at or above proficiency (FCAT 2.0 Levels 3, 4, and/or 5) in mathematics.

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

- A variety of resources will be used to help increase student achievement, including but not limited to the i-Ready Math Assessment, previous FCAT 2.0 mathematics data, baseline and diagnostic results, district-based Curriculum Guides with Common Core Math Benchmarks, Math Anecdotal Logs, Interactive Math Journals/Math Portfolios, Curriculum Guide Math Assessments, Guided Math/Small Group Records, FCAT Explorer, math skills groups, academic tutoring and monitoring, Reflex Math, and/or other valuable math resources.

Targeted Barriers to Achieving the Goal

- As we transition from Next Generation Sunshine State Standards to full implementation of Common Core State Standards, we must ensure we have a balanced use of Math Investigations and Envisions for instructional practices that provide varied/frequent methods and assessment and feedback.
- Strategic implementation of Common Core State Standards in mathematics, with focused instruction on specific academic benchmarks, while documenting growth and sharing information.
- Authentic use of assessment data in math to differentiate instruction through the use of meaningful tasks.

Plan to Monitor Progress Toward the Goal

Student assessments will be evaluated and results monitored to determine math progress.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers, Administrative Team Members.

Target Dates or Schedule:

The duration of the school year (August 2013-June 2014).

Evidence of Completion:

FCAT 2.0 math results at the end of the school year, along with other data resources such as the Interactive Math Journals, i-Ready results, Math Curriculum Assessments, and/or etcetera.

G13. To increase writing proficiency in all grade levels, with an emphasis on increasing fourth grade FCAT 2.0 Writing results with more students achieving a writing score of 3.5 or above, which is at least 78% of our students.

Targets Supported

- Writing

Resources Available to Support the Goal

- A variety of resources will be used to help increase students achievement in writing, including but not limited to implementation of writers workshop, writing journals, District-mandated writing prompts in grades 3-5, student writing portfolios, conference logs and ongoing teacher feedback to students, small writing skills groups, and etcetera.

Targeted Barriers to Achieving the Goal

- Teachers' knowledge of how to differentiate writing with small group instruction through the use of varied teaching strategies.
- Authentic use of documented assessment data in writing to determine students' progress and academic needs.

Plan to Monitor Progress Toward the Goal

Progress toward this goal will be monitored all year long. Focus walks, as well as formal and informal class visits will be conducted during writers workshop.

Person or Persons Responsible

Lead ELA Teachers, District ELA Coach, Classroom Teachers, and/or Administrative Team Members.

Target Dates or Schedule:

The duration of the school year (August 2013-June 2014).

Evidence of Completion:

Lesson plans with emphasis on small group writing instruction, writing portfolios, teacher feedback to students, state-mandated FCAT 2.0 Writing results.

G14. To increase science proficiency in grade 5, with at least 86% of our students scoring at or above proficiency (Levels 3, 4 and 5).

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science carts for grades 3-5 with various science materials and manipulatives for science inquiry, Interactive Science Journals, Gizmos, and/or Aligned Investigations.

Targeted Barriers to Achieving the Goal

- Limited accessibility to materials and needed items for labs/inquiry-based exploration.
- Strategic implementation of Standards in science, with varied teaching strategies.
- Authentic use of data to differentiate meaningful science inquiry.

Plan to Monitor Progress Toward the Goal

Ensure all items and materials ordered for science classrooms was given to applicable teachers for science instruction.

Person or Persons Responsible

District Science Coach, Lead Science Teachers, Classroom Teachers and Administrative Team Members.

Target Dates or Schedule:

As needed the duration of the school year (August 2013-June 2014).

Evidence of Completion:

Each science classroom has needed materials for students. Science workshop/Gradual Release Model is implemented with fidelity. Interactive Science Journals are in use and/or science instruction is taught with fidelity. There is evidence of the completion of science labs and science experiments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including White.

G1.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy. Purposeful connection/understanding of student learning styles and intelligences.

G1.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

Action Step 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Person or Persons Responsible

District Reading Coaches, Lead ELA Teachers, Classroom Teachers, and/or Administrative Team Members.

Target Dates or Schedule

The beginning of the school year, with ongoing data analysis throughout the year (August 2013-June 2014).

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

Facilitator:

District Reading Coaches, and/or Lead ELA Teachers

Participants:

Reading and ELA Teachers

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

Ongoing review and implementation of reading instruction for students not making reading proficiency.

Person or Persons Responsible

District Reading Coaches, ELA Lead Teachers, Classroom Teachers, and/or Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014)

Evidence of Completion

End of the year reading assessment results and/or FCAT 2.0 reading data.

Plan to Monitor Effectiveness of G1.B1.S1

Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.

Person or Persons Responsible

Classroom Teachers, District Reading Coaches, Lead ELA Teachers, Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year reading results and/or FCAT 2.0 reading results.

G2. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

G2.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy.

G2.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using varied modalities coupled with metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

Action Step 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Person or Persons Responsible

District Reading Coaches, Lead ELA Teachers, Classroom Teachers, and/or Administrative Team Members.

Target Dates or Schedule

The beginning of the school year, with ongoing data analysis throughout the year (August 2013-June 2014).

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

Facilitator:

District Reading Coaches, and/or Lead ELA Teachers

Participants:

Reading and ELA Teachers

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

Ongoing review and implementation of reading instruction for students not making reading proficiency.

Person or Persons Responsible

District Reading Coaches, Lead ELA Teacher, and/or Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014)

Evidence of Completion

End of the year reading assessment results and/or FCAT 2.0 reading data.

Plan to Monitor Effectiveness of G2.B1.S1

Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.

Person or Persons Responsible

Classroom Teachers, District Reading Coaches, Lead ELA Teachers, and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year reading results and/or FCAT 2.0 reading results.

G3. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

G3.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy for each student's connection to what is purposeful and/or meaningful.

G3.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, teacher/student conferencing, peer-to-peer conferencing, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

Action Step 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Person or Persons Responsible

District Reading Coaches, Classroom Teachers, Lead ELA Teachers, and/or Administrative Team Members.

Target Dates or Schedule

The beginning of the school year, with ongoing data analysis throughout the year (August 2013-June 2014).

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

Facilitator:

District Reading Coaches, and/or Lead ELA Teachers

Participants:

Reading and ELA Teachers

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

Ongoing review and implementation of reading instruction for students not making reading proficiency.

Person or Persons Responsible

District Reading Coaches, Lead ELA Teachers, and/or Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014)

Evidence of Completion

End of the year reading assessment results and/or FCAT 2.0 reading data.

Plan to Monitor Effectiveness of G3.B1.S1

Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.

Person or Persons Responsible

Classroom Teachers, District Reading Coaches, Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year reading results and/or FCAT 2.0 reading results.

G4. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Hispanic.

G4.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on cultural relevancy.

G4.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to teacher/student conferencing, small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

Action Step 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Person or Persons Responsible

District Reading Coaches, Classroom Teachers, Lead ELA Teachers, and/or Administrative Team Members

Target Dates or Schedule

The beginning of the school year, with ongoing data analysis throughout the year (August 2013-June 2014).

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

Facilitator:

District Reading Coaches, and/or Lead ELA Teachers

Participants:

Reading and ELA Teachers

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

Ongoing review and implementation of reading instruction for students not making reading proficiency.

Person or Persons Responsible

District Reading Coaches, Lead ELA Teachers, and/or Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014)

Evidence of Completion

End of the year reading assessment results and/or FCAT 2.0 reading data.

Plan to Monitor Effectiveness of G4.B1.S1

Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.

Person or Persons Responsible

Classroom Teachers, District Reading Coaches, Lead ELA Teachers, and/or Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year reading results and/or FCAT 2.0 reading results.

G5. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

G5.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy of each student's connection to what is purposeful and/or meaningful.

G5.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, small group math instruction (including teacher/student conferencing), i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups with keen emphasis on teaching targeted math benchmarks to non-proficient students, while tracking students' progress.

Action Step 1

Track specific subgroups to determine math improvements during the school year.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers, and/or Administrative Team Members.

Target Dates or Schedule

Ongoing monitoring (August 2013-June 2014).

Evidence of Completion

Progress and improvements will be reflected in the FCAT 2.0 Math results, as well as end of the year math assessments for each subgroup.

Facilitator:

District Math Coach, Lead Math Teachers

Participants:

Classroom Teachers

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

Ongoing review and implementation of math instruction for students not making math proficiency.

Person or Persons Responsible

District Math Coach, Math Lead Teachers, and Administrative Team.

Target Dates or Schedule

Ongoing monitoring (August 2013-June 2014).

Evidence of Completion

Reflected in FCAT 2.0 Math results, as well as end of the year math assessments.

Plan to Monitor Effectiveness of G5.B1.S1

Quarterly review of math data; collaborative data review; ongoing math data review.

Person or Persons Responsible

District Coach, Classroom Teachers, Lead Math Teachers, Administrative Team.

Target Dates or Schedule

Ongoing monitoring (August 2013-June 2014).

Evidence of Completion

End of the year math results, as well as FCAT 2.0 Math results.

G6. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted area, inclusive of all students in grades 3, 4 and 5.

G6.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state in an effort to balance skills versus concepts which target a students' zone of proximal development.

G6.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students. Setting math goals with specific students and tracking student progress as applicable.

Action Step 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, and/or Administrative Team Members.

Target Dates or Schedule

Data analysis throughout the school year (August 2013-June 2014).

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

Facilitator:

District Math Coach, Lead Math Teachers

Participants:

Math Teachers

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

Ongoing review and implementation of math instruction for students not making math proficiency.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year math assessment data, and/or FCAT 2.0 math results.

Plan to Monitor Effectiveness of G6.B1.S1

Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.

Person or Persons Responsible

Classroom Teachers, District Math Coach, Lead Math Teachers, and Administrative Team Members.

Target Dates or Schedule

Ongoing all year long (August 2013-June 2014).

Evidence of Completion

End of the year results in mathematics and/or FCAT 2.0 math results.

G7. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including White.

G7.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, using varied teaching strategies.

G7.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable in an effort to assist with real-world focus.

Action Step 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Person or Persons Responsible

District Math Coach, Classroom Teachers, Lead Math Teachers, and/or Administrative Team Members.

Target Dates or Schedule

Data analysis throughout the school year (August 2013-June 2014).

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

Facilitator:

District Math Coach, Lead Math Teachers

Participants:

Math Teachers

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

Ongoing review and implementation of math instruction for students not making math proficiency.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, and/or Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year math assessment data, and/or FCAT 2.0 math results.

Plan to Monitor Effectiveness of G7.B1.S1

Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.

Person or Persons Responsible

Classroom Teachers, District Math Coach, Lead Math Teachers, and/or Administrative Team Members.

Target Dates or Schedule

Ongoing all year long (August 2013-June 2014).

Evidence of Completion

End of the year results in mathematics and/or FCAT 2.0 math results.

G8. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Black.

G8.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, as it relates to students' academic needs.

G8.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable.

Action Step 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers, and/or Administrative Team Members.

Target Dates or Schedule

Data analysis throughout the school year (August 2013-June 2014).

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

Facilitator:

District Math Coach, Lead Math Teachers

Participants:

Math Teachers

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

Ongoing review and implementation of math instruction for students not making math proficiency.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year math assessment data, and/or FCAT 2.0 math results.

Plan to Monitor Effectiveness of G8.B1.S1

Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.

Person or Persons Responsible

Classroom Teachers, District Math Coach, Lead Math Teachers and/or Administrative Team Members.

Target Dates or Schedule

Ongoing all year long (August 2013-June 2014).

Evidence of Completion

End of the year results in mathematics and/or FCAT 2.0 math results.

G9. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Hispanic.

G9.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as it pertains to cultural relevancy.

G9.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Ensure teachers are using appropriate ELL strategies for applicable ESOL students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, peer-to-peer grouping with feedback, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups, with a keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable.

Action Step 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers and/or Administrative Team Members.

Target Dates or Schedule

Data analysis throughout the school year (August 2013-June 2014).

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

Facilitator:

District Math Coach, Lead Math Teachers

Participants:

Math Teachers

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

Ongoing review and implementation of math instruction for students not making math proficiency.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year math assessment data, and/or FCAT 2.0 math results.

Plan to Monitor Effectiveness of G9.B1.S1

Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.

Person or Persons Responsible

Classroom Teachers, District Math Coach, Lead Math Teachers, and Administrative Team Members.

Target Dates or Schedule

Ongoing all year long (August 2013-June 2014).

Evidence of Completion

End of the year results in mathematics and/or FCAT 2.0 math results.

G10. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

G10.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, with the use of varied and frequent methods of assessment/feedback.

G10.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, peer-to-peer conferencing and feedback, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups with a keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress daily/weekly as applicable.

Action Step 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Classroom Teachers and/or Administrative Team Members.

Target Dates or Schedule

Data analysis throughout the school year (August 2013-June 2014).

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

Facilitator:

District Math Coach, Lead Math Teachers

Participants:

Math Teachers

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

Ongoing review and implementation of math instruction for students not making math proficiency.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year math assessment data, and/or FCAT 2.0 math results.

Plan to Monitor Effectiveness of G10.B1.S1

Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.

Person or Persons Responsible

Classroom Teachers, District Math Coach, Lead Math Teachers, and Administrative Team Members.

Target Dates or Schedule

Ongoing all year long (August 2013-June 2014).

Evidence of Completion

End of the year results in mathematics and/or FCAT 2.0 math results.

G11. To increase the number of students at or above proficiency to at least 80% (FCAT 2.0 Levels 3, 4, and/or 5) in reading.

G11.B1 Learner's limited ability to process higher level question stems.

G11.B1.S1 Increase the use of moderate and high complexity questions and activities for students in daily workshop expectations and on assessments. Provide students with opportunities to practice answering moderate to high level questions with feedback. Increase the use of teacher read aloud/ guided reading groups with pauses for teacher questions/statements/responses for think alouds using moderate to higher level questioning.

Action Step 1

Incorporate the use of Webb's Depth of Knowledge. Teachers will use instructional resources to develop their own moderate/high complexity level questions. Teachers will increase their use of moderate/high complexity level questions in classroom reading activities, as well as reading assessments.

Person or Persons Responsible

Classroom Teachers, District Reading Coaches, School-based Instructional Support and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Reading charts created during the school year, resources used in class by teachers and/or students.

Facilitator:

District Reading Coaches and/or Lead ELA Grade Level Teachers

Participants:

ELA Teachers

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

Classroom instruction will be monitored throughout the school year.

Person or Persons Responsible

District Reading Coaches, Lead ELA Teachers, and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Ongoing reading progression to meet this goal and/or end of the year results.

Plan to Monitor Effectiveness of G11.B1.S1

Ongoing student assessments will be evaluated to determine the effectiveness of this reading goal.

Person or Persons Responsible

District Reading Coaches, Lead ELA Teachers, Classroom Teachers and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year results, including but not limited to 2014 FCAT 2.0 results.

G12. To increase the number of students to at least 70% at or above proficiency (FCAT 2.0 Levels 3, 4, and/or 5) in mathematics.

G12.B1 As we transition from Next Generation Sunshine State Standards to full implementation of Common Core State Standards, we must ensure we have a balanced use of Math Investigations and Envisions for instructional practices that provide varied/frequent methods and assessment and feedback.

G12.B1.S1 Implementation of Math Workshop with fidelity and consistency, along with the Gradual Release Model and Interactive Math Journals. Use leveled activities/materials available in enVisions to differentiate instruction/home learning.

Action Step 1

Ensure math teachers have the resources needed - enVisions resources and Math Investigations kits.

Person or Persons Responsible

Classroom teachers, District Math Coach, Lead Math Teachers, and/or Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Math results including but not limited to Math Curriculum Guide Assessments each quarter, FCAT 2.0 math results.

Facilitator:

District Math Coach and/or Lead Math Teachers

Participants:

Math Teachers

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

Classroom visits and observations will be conducted the duration of the school year to ensure valid implementation.

Person or Persons Responsible

District Math Coach, Lead Math Teachers, Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Ongoing math progression to meet this goal and/or end of the year results.

Plan to Monitor Effectiveness of G12.B1.S1

Ongoing student assessments will be evaluated to determine the effectiveness of this math goal.

Person or Persons Responsible

District Math Coach, along with Lead Math Teachers, Classroom Teachers, and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

End of the year results, including but not limited to 2014 FCAT 2.0 math results.

G13. To increase writing proficiency in all grade levels, with an emphasis on increasing fourth grade FCAT 2.0 Writing results with more students achieving a writing score of 3.5 or above, which is at least 78% of our students.

G13.B1 Teachers' knowledge of how to differentiate writing with small group instruction through the use of varied teaching strategies.

G13.B1.S1 Teachers plan together as they Look at Student Work (LASW), to develop strategies for meeting with students and conferencing with them about their writing progress. Teachers include time during writers workshop to conference with students who need additional writing support.

Action Step 1

Teachers meet with students in small groups or one-on-one to provide feedback and support to students during writers workshop.

Person or Persons Responsible

Classroom Teachers, Lead ELA Teachers, and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Ongoing writing results, including District writing prompts, and/or other writing artifacts.

Facilitator:

Lead ELA Teachers

Participants:

ELA Teachers and/or Writing Teachers

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

Classroom instruction will be monitored during the course of the school year.

Person or Persons Responsible

Lead ELA Teachers, District ELA Instructional Support, and/or Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Ongoing writing progression to meet this goal and/or end of the year state assessment results (FCAT 2.0 Writing Test).

Plan to Monitor Effectiveness of G13.B1.S1

Student assessments will be monitored and evaluated to determine instructional effectiveness. In addition, classroom visits during writing instruction will be done.

Person or Persons Responsible

Lead ELA Teachers, Classroom Teachers, District ELA Instructional Support, Administrative Team Members.

Target Dates or Schedule

All year long (August 2013-June 2014).

Evidence of Completion

Lesson plans with an indication of students who were given additional writing support.

G14. To increase science proficiency in grade 5, with at least 86% of our students scoring at or above proficiency (Levels 3, 4 and 5).

G14.B1 Limited accessibility to materials and needed items for labs/inquiry-based exploration.

G14.B1.S1 Conduct an inventory of science equipment and resources and determine what resources/materials are needed to successfully implement science instruction. Implementation of Interactive Science Journals to facilitate inquiry methodologies, coupled with the Gradual Release Model. Incorporate science labs (weekly) as a means of making real-world connections and further developing higher order skills. Use assessment data to drive instruction and address science benchmarks.

Action Step 1

Survey science classrooms to determine what resources we currently have, versus the resources needed to fully implement science instruction. Order needed science materials for each applicable grade level and/or classroom. Monitor the implementation of Science instruction, with an emphasis in the use of the Gradual Release Model.

Person or Persons Responsible

District Science Coach, along with Lead Science Teachers and Administrative Team Members.

Target Dates or Schedule

The duration of the school year, with an emphasis on the beginning of the year to ensure appropriate resources are available in each science classroom (August -December 2013 and ongoing).

Evidence of Completion

Full implementation of science lab/science workshop in every applicable classroom.

Facilitator:

District Science Coach, Lead Science Teachers

Participants:

Science Teachers

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

Ensure each science classroom contains materials and resources needed to implement science workshop.

Person or Persons Responsible

District Science Coach, Lead Science Teachers, Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Science labs, experiments, Interactive Science Journals, implementation of science workshop with fidelity.

Plan to Monitor Effectiveness of G14.B1.S1

Strategies will be monitored for effectiveness with ongoing classroom visits during science workshop to ensure full implementation of science curriculum at each grade level.

Person or Persons Responsible

District Science Coach, Lead Science Teachers, Classroom Teachers and Administrative Team Members.

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Each classroom has the science materials and resources needed to implement science workshop with fidelity. Evidence of the completion of science experiments and labs.

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 decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including White.

G1.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy. Purposeful connection/understanding of student learning styles and intelligences.

G1.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

PD Opportunity 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Facilitator

District Reading Coaches, and/or Lead ELA Teachers

Participants

Reading and ELA Teachers

Target Dates or Schedule

The beginning of the school year, with ongoing data analysis throughout the year (August 2013-June 2014).

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

G2. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

G2.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy.

G2.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using varied modalities coupled with metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

PD Opportunity 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Facilitator

District Reading Coaches, and/or Lead ELA Teachers

Participants

Reading and ELA Teachers

Target Dates or Schedule

The beginning of the school year, with ongoing data analysis throughout the year (August 2013-June 2014).

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

G3. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

G3.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy for each student's connection to what is purposeful and/or meaningful.

G3.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, teacher/student conferencing, peer-to-peer conferencing, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

PD Opportunity 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Facilitator

District Reading Coaches, and/or Lead ELA Teachers

Participants

Reading and ELA Teachers

Target Dates or Schedule

The beginning of the school year, with ongoing data analysis throughout the year (August 2013-June 2014).

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

G4. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Hispanic.

G4.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on cultural relevancy.

G4.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to teacher/student conferencing, small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

PD Opportunity 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Facilitator

District Reading Coaches, and/or Lead ELA Teachers

Participants

Reading and ELA Teachers

Target Dates or Schedule

The beginning of the school year, with ongoing data analysis throughout the year (August 2013-June 2014).

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

G5. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

G5.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy of each student's connection to what is purposeful and/or meaningful.

G5.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, small group math instruction (including teacher/student conferencing), i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups with keen emphasis on teaching targeted math benchmarks to non-proficient students, while tracking students' progress.

PD Opportunity 1

Track specific subgroups to determine math improvements during the school year.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Classroom Teachers

Target Dates or Schedule

Ongoing monitoring (August 2013-June 2014).

Evidence of Completion

Progress and improvements will be reflected in the FCAT 2.0 Math results, as well as end of the year math assessments for each subgroup.

G6. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted area, inclusive of all students in grades 3, 4 and 5.

G6.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state in an effort to balance skills versus concepts which target a students' zone of proximal development.

G6.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students. Setting math goals with specific students and tracking student progress as applicable.

PD Opportunity 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Math Teachers

Target Dates or Schedule

Data analysis throughout the school year (August 2013-June 2014).

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

G7. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including White.

G7.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, using varied teaching strategies.

G7.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable in an effort to assist with real-world focus.

PD Opportunity 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Math Teachers

Target Dates or Schedule

Data analysis throughout the school year (August 2013-June 2014).

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

G8. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Black.

G8.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, as it relates to students' academic needs.

G8.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable.

PD Opportunity 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Math Teachers

Target Dates or Schedule

Data analysis throughout the school year (August 2013-June 2014).

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

G9. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Hispanic.

G9.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as it pertains to cultural relevancy.

G9.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Ensure teachers are using appropriate ELL strategies for applicable ESOL students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, peer-to-peer grouping with feedback, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups, with a keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable.

PD Opportunity 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Math Teachers

Target Dates or Schedule

Data analysis throughout the school year (August 2013-June 2014).

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

G10. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

G10.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, with the use of varied and frequent methods of assessment/feedback.

G10.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, peer-to-peer conferencing and feedback, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups with a keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress daily/weekly as applicable.

PD Opportunity 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Math Teachers

Target Dates or Schedule

Data analysis throughout the school year (August 2013-June 2014).

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

G11. To increase the number of students at or above proficiency to at least 80% (FCAT 2.0 Levels 3, 4, and/or 5) in reading.

G11.B1 Learner's limited ability to process higher level question stems.

G11.B1.S1 Increase the use of moderate and high complexity questions and activities for students in daily workshop expectations and on assessments. Provide students with opportunities to practice answering moderate to high level questions with feedback. Increase the use of teacher read aloud/ guided reading groups with pauses for teacher questions/statements/responses for think alouds using moderate to higher level questioning.

PD Opportunity 1

Incorporate the use of Webb's Depth of Knowledge. Teachers will use instructional resources to develop their own moderate/high complexity level questions. Teachers will increase their use of moderate/high complexity level questions in classroom reading activities, as well as reading assessments.

Facilitator

District Reading Coaches and/or Lead ELA Grade Level Teachers

Participants

ELA Teachers

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Reading charts created during the school year, resources used in class by teachers and/or students.

G12. To increase the number of students to at least 70% at or above proficiency (FCAT 2.0 Levels 3, 4, and/or 5) in mathematics.

G12.B1 As we transition from Next Generation Sunshine State Standards to full implementation of Common Core State Standards, we must ensure we have a balanced use of Math Investigations and Envisions for instructional practices that provide varied/frequent methods and assessment and feedback.

G12.B1.S1 Implementation of Math Workshop with fidelity and consistency, along with the Gradual Release Model and Interactive Math Journals. Use leveled activities/materials available in enVisions to differentiate instruction/home learning.

PD Opportunity 1

Ensure math teachers have the resources needed - enVisions resources and Math Investigations kits.

Facilitator

District Math Coach and/or Lead Math Teachers

Participants

Math Teachers

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Math results including but not limited to Math Curriculum Guide Assessments each quarter, FCAT 2.0 math results.

G13. To increase writing proficiency in all grade levels, with an emphasis on increasing fourth grade FCAT 2.0 Writing results with more students achieving a writing score of 3.5 or above, which is at least 78% of our students.

G13.B1 Teachers' knowledge of how to differentiate writing with small group instruction through the use of varied teaching strategies.

G13.B1.S1 Teachers plan together as they Look at Student Work (LASW), to develop strategies for meeting with students and conferencing with them about their writing progress. Teachers include time during writers workshop to conference with students who need additional writing support.

PD Opportunity 1

Teachers meet with students in small groups or one-on-one to provide feedback and support to students during writers workshop.

Facilitator

Lead ELA Teachers

Participants

ELA Teachers and/or Writing Teachers

Target Dates or Schedule

The duration of the school year (August 2013-June 2014).

Evidence of Completion

Ongoing writing results, including District writing prompts, and/or other writing artifacts.

G14. To increase science proficiency in grade 5, with at least 86% of our students scoring at or above proficiency (Levels 3, 4 and 5).

G14.B1 Limited accessibility to materials and needed items for labs/inquiry-based exploration.

G14.B1.S1 Conduct an inventory of science equipment and resources and determine what resources/materials are needed to successfully implement science instruction. Implementation of Interactive Science Journals to facilitate inquiry methodologies, coupled with the Gradual Release Model. Incorporate science labs (weekly) as a means of making real-world connections and further developing higher order skills. Use assessment data to drive instruction and address science benchmarks.

PD Opportunity 1

Survey science classrooms to determine what resources we currently have, versus the resources needed to fully implement science instruction. Order needed science materials for each applicable grade level and/or classroom. Monitor the implementation of Science instruction, with an emphasis in the use of the Gradual Release Model.

Facilitator

District Science Coach, Lead Science Teachers

Participants

Science Teachers

Target Dates or Schedule

The duration of the school year, with an emphasis on the beginning of the year to ensure appropriate resources are available in each science classroom (August -December 2013 and ongoing).

Evidence of Completion

Full implementation of science lab/science workshop in every applicable classroom.

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	Other	Total
There is no available funding.	\$0	\$0
No funding available.	\$0	\$0
There is no funding available.	\$0	\$0
No available funding.	\$0	\$0
Total	\$0	\$0

Budget Details

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

G1. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including White.

G1.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy. Purposeful connection/understanding of student learning styles and intelligences.

G1.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

Action Step 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

There is no funding available.

Amount Needed

\$0

G2. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

G2.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy.

G2.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using varied modalities coupled with metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

Action Step 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

There is no available funding.

Amount Needed

\$0

G3. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

G3.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy for each student's connection to what is purposeful and/or meaningful.

G3.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, teacher/student conferencing, peer-to-peer conferencing, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

Action Step 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

There is no funding available.

Amount Needed

\$0

G4. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Hispanic.

G4.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on cultural relevancy.

G4.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to teacher/student conferencing, small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

Action Step 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in reading.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

There is no available funding.

Amount Needed

\$0

G5. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

G5.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy of each student's connection to what is purposeful and/or meaningful.

G5.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, small group math instruction (including teacher/student conferencing), i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups with keen emphasis on teaching targeted math benchmarks to non-proficient students, while tracking students' progress.

Action Step 1

Track specific subgroups to determine math improvements during the school year.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

There is no funding available.

Amount Needed

\$0

G6. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted area, inclusive of all students in grades 3, 4 and 5.

G6.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state in an effort to balance skills versus concepts which target a students' zone of proximal development.

G6.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students. Setting math goals with specific students and tracking student progress as applicable.

Action Step 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

No available funding.

Amount Needed

\$0

G7. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including White.

G7.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, using varied teaching strategies.

G7.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable in an effort to assist with real-world focus.

Action Step 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

No funding available.

Amount Needed

\$0

G8. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Black.

G8.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, as it relates to students' academic needs.

G8.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable.

Action Step 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

There is no available funding.

Amount Needed

\$0

G9. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Hispanic.

G9.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as it pertains to cultural relevancy.

G9.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Ensure teachers are using appropriate ELL strategies for applicable ESOL students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, peer-to-peer grouping with feedback, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups, with a keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable.

Action Step 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

No funding available.

Amount Needed

\$0

G10. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

G10.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, with the use of varied and frequent methods of assessment/feedback.

G10.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, peer-to-peer conferencing and feedback, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups with a keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress daily/weekly as applicable.

Action Step 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with FCAT 2.0 data and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

No funding available.

Amount Needed

\$0

G11. To increase the number of students at or above proficiency to at least 80% (FCAT 2.0 Levels 3, 4, and/or 5) in reading.

G11.B1 Learner's limited ability to process higher level question stems.

G11.B1.S1 Increase the use of moderate and high complexity questions and activities for students in daily workshop expectations and on assessments. Provide students with opportunities to practice answering moderate to high level questions with feedback. Increase the use of teacher read aloud/ guided reading groups with pauses for teacher questions/statements/responses for think alouds using moderate to higher level questioning.

Action Step 1

Incorporate the use of Webb's Depth of Knowledge. Teachers will use instructional resources to develop their own moderate/high complexity level questions. Teachers will increase their use of moderate/high complexity level questions in classroom reading activities, as well as reading assessments.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

There is no available funding.

Amount Needed

\$0

G12. To increase the number of students to at least 70% at or above proficiency (FCAT 2.0 Levels 3, 4, and/or 5) in mathematics.

G12.B1 As we transition from Next Generation Sunshine State Standards to full implementation of Common Core State Standards, we must ensure we have a balanced use of Math Investigations and Envisions for instructional practices that provide varied/frequent methods and assessment and feedback.

G12.B1.S1 Implementation of Math Workshop with fidelity and consistency, along with the Gradual Release Model and Interactive Math Journals. Use leveled activities/materials available in enVisions to differentiate instruction/home learning.

Action Step 1

Ensure math teachers have the resources needed - enVisions resources and Math Investigations kits.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

No funding available.

Amount Needed

\$0

G13. To increase writing proficiency in all grade levels, with an emphasis on increasing fourth grade FCAT 2.0 Writing results with more students achieving a writing score of 3.5 or above, which is at least 78% of our students.

G13.B1 Teachers' knowledge of how to differentiate writing with small group instruction through the use of varied teaching strategies.

G13.B1.S1 Teachers plan together as they Look at Student Work (LASW), to develop strategies for meeting with students and conferencing with them about their writing progress. Teachers include time during writers workshop to conference with students who need additional writing support.

Action Step 1

Teachers meet with students in small groups or one-on-one to provide feedback and support to students during writers workshop.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

No funding available.

Amount Needed

\$0

G14. To increase science proficiency in grade 5, with at least 86% of our students scoring at or above proficiency (Levels 3, 4 and 5).

G14.B1 Limited accessibility to materials and needed items for labs/inquiry-based exploration.

G14.B1.S1 Conduct an inventory of science equipment and resources and determine what resources/materials are needed to successfully implement science instruction. Implementation of Interactive Science Journals to facilitate inquiry methodologies, coupled with the Gradual Release Model. Incorporate science labs (weekly) as a means of making real-world connections and further developing higher order skills. Use assessment data to drive instruction and address science benchmarks.

Action Step 1

Survey science classrooms to determine what resources we currently have, versus the resources needed to fully implement science instruction. Order needed science materials for each applicable grade level and/or classroom. Monitor the implementation of Science instruction, with an emphasis in the use of the Gradual Release Model.

Resource Type

Other

Resource

A compilation of resources will be used, including but not limited to district and school Evidence-Based Academic Programs and Resources. School-based professional development will be provided to teachers during Early Dismissal training sessions, as well as monthly Faculty meetings. Some district-based training will be provided to Lead Teachers during the course of the school year. District Coaches, Lead Department Teachers and Administrative Team members will facilitate professional development training sessions during the course of the school year.

Funding Source

No funding available.

Amount Needed

\$0