2013-2014 SCHOOL IMPROVEMENT PLAN

Atlantic Beach Elementary School

298 SHERRY DR
Atlantic Beach, FL 32233
904-247-5924
http://www.abeschool.org/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	38%

Alternative/ESE Center	Charter School	Minority Rate
No	No	30%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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
Atlantic Beach Elementary School

Principal
Kimberley Wright

School Advisory Council chair
Kimberly Sylvan

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

Name	Title
Kim Wright	Principal
Kim Gallagher	Assistant Principal
Becky Farinella	Reading Coach
Karen Martin	School Counselor
Katherine Scalzo	Kindergarten Teacher
Laurie Stucki	4th grade ELA teacher
Cindy Steeg-Diaz	2nd grade teacher
Eric Jackson	5th grade Math & Science 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

SAC consists of the principal, one teacher, one educational support staff member, three parents and one community/business member.

Involvement of the SAC in the development of the SIP

The School Advisory Council reviewed the previous year's data to assist in the development of academic goals for the 2013-2014 school year.

Activities of the SAC for the upcoming school year

SAC is responsible for:
Assisting in the development of academic goals that support the School Improvement Plan.
Initiate activities and programs that enhances the relationship between the community and the school.
Assist in the preparation of our school accreditation report.
Conducting a mid-year review of the School Improvement Plan.

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

School Improvement Funds will be used to provide after-school tutoring for at-risk students in Reading and/or Math.

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

N/A

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Kimberley Wright		
Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Educational Leadership (K - 12) School Principal (K -12) Social Science (6 - 12) Economics (6 - 12)
Performance Record	Principal of Atlantic Beach Elementary in 2012-2013: Grade A Reading Mastery: 78% Math Mastery: 64% Science Mastery: 56% 2011-2012: Grade A Reading Mastery: 81% Math Mastery: 65% Science Mastery: 66% 2010-2011: Grade: A Reading Mastery: 91% Math Mastery: 86% Science Mastery: 67% AYP: Students with Disabilities did not make AYP in Math 2009-2010: Grade: A Reading Mastery: 92%, Math Mastery: 83%, Science Mastery: 65% AYP: Students with Disabilities did not make AYP in Reading 2008-2009: Grade: A, Reading Mastery: 93%, Math Mastery: 86%, Science Mastery: 63%. AYP: 100%. 2007-2008: Grade: A, Reading Mastery: 92%, Math Mastery: 75%, Science Mastery: 62%, AYP: Economically Disadvantaged and Students with Disabilities did not make AYP in math.

Kimberly Gallagher		
Asst Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	Educational Leadership (K-12) English/ Language Arts (6-12)
Performance Record	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Becky Farinella		
Part-time / District-based	Years as Coach: 3	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Elementary Education 1-6 National Board Certification 1999-2009 Masters Education 2006 Clinical Educator Training 1989

Performance Record

Classroom Teachers

# of classroom teachers

34

 # receiving effective rating or higher

33, 97%

 # Highly Qualified Teachers

82%

 # certified in-field

34, 100%

 # ESOL endorsed

10, 29%

 # reading endorsed

1, 3%

 # with advanced degrees

12, 35%

 # National Board Certified

1, 3%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

3, 9%

 # with 6-14 years of experience

12, 35%

 # with 15 or more years of experience

19, 56%

Education Paraprofessionals

# of paraprofessionals

6

 # Highly Qualified

6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Atlantic Beach Elementary follows the district guidelines for recruiting. We also partner with the local universities to supervise pre-interns and interns majoring in elementary education.
Once teachers are hired, they are partnered with a mentor teacher. New teachers are also supported by our professional development facilitator as well as receiving support from the cadre specialist for the MINT (Mentoring and Induction for Novice Teachers) program.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We currently have three teachers new to Atlantic Beach Elementary. Each teacher will be paired with a mentor teacher. Teachers will also attend monthly meetings with our professional development facilitator. They will also attend trainings required through the MINT program.

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

Primary Functions:
The team will meet once a month and will focus on the following academic and behavior components:
1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?
The team will also engage in the following activities: Attend district RtI trainings. review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective

practices, evaluate implementation, make decisions, and practice new processes and skills. The team will make presentations to the faculty and staff on RtI practices and facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Principal and Foundations Team Chairperson: Kim Wright
School Counselor: Karen Martin
Kg Teacher: Lisa Gallain
1st grade Teacher: Elizabeth Hullender
2nd grade Teacher: Cindy Steeg-Diaz
3rd grade Teacher: Kristen Edwards
4th grade Teacher: Lori Gant
5th grade Teacher: Denise Brewer
ESE Teacher: Barbara Traylor
• Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
• School Counselor: 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.
• General Education Teachers (Primary and Intermediate): Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
• Special Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
• Foundations Team Member: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

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

The school leadership team meets twice a month to monitor student achievement and to ensure that instruction is aligned to the School Improvement Plan.
The RtI team meets once or twice a month to discuss students at-risk and to monitor their progress.

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

Data is managed through Pearson Inform. We will use the following data sources:
District Baseline Assessments, Curriculum Guide Assessments for Reading, Math and Science, District Writing Prompts, FLKRS for Kindergarten, Voluntary Pre K Assessments, the IOWA Reading Assessment, the Diagnostic Assessment of Reading (DAR) and the i-Ready Diagnostic Assessment.

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

The RtI Team will participate in any district training that is available. Training is provided to staff through Professional Learning Communities and Early Dismissal trainings. The RtI team also meets one to two times a month to discuss students in need of additional instructional or behavioral support. The school's Professional Development Plan supports continuous learning for all teachers that results in increased student achievement and includes evidence of RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. The RtI Team will assist in monitoring on-going assessments and school needs.

Literacy Leadership Team (LLT)

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

Name	Title
Kim Wright	Principal
Kim Gallagher	Assistant Principal
Becky Farinella	Reading Coach
Katherine Scalzo	Kindergarten Teacher
Laurie Stucki	4th grade ELA Teacher

How the school-based LLT functions

The Literacy Leadership Team is incorporated with our school leadership team and meets as needed. Our school leadership team meets twice a month to review and discuss successful implementation of the core curriculum. The team also reviews progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development and resources for teachers.

Major initiatives of the LLT

Increasing the level of proficiency in reading is the major initiative of the LLT. Our goal is to increase the number of students achieving a Level 3 or above, from 78% to 84%
Another initiative of the team is to teach effective implementation of the DCPS Instructional Framework - Gradual Release of Responsibility.

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

This year, we are offering a Voluntary Pre K program for 4 year old students. We assist parents and preschool students with the transition to Kindergarten by offering tours of the school in the Spring. Parents and future students are able to visit classrooms, meet the Kindergarten teachers and learn more about ABE. We also have an evening Kindergarten Round Up for parent who are unable to tour the school during the day.

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	83%	78%	No	84%
American Indian				
Asian				
Black/African American	58%	48%	No	63%
Hispanic	75%		No	78%
White	87%	84%	No	88%
English language learners				
Students with disabilities	66%	34%	No	69%
Economically disadvantaged	73%	54%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	27%	30%
Students scoring at or above Achievement Level 4	100	55%	61%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	81	70%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	81	70%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

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	47	76%	84%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	72%	64%	No	75%
American Indian				
Asian				
Black/African American	45%	35%	No	51%
Hispanic	83%		No	85%
White	77%	70%	No	79%
English language learners				
Students with disabilities	43%	38%	No	49%
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	60	33%	36%
Students scoring at or above Achievement Level 4	64	35%	39%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	74	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	74	64%	70%

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	26	45%	49%
Students scoring at or above Achievement Level 4	10	17%	19%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		15
Participation in STEM-related experiences provided for students	440	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	33	8%	7%
Students retained, pursuant to s. 1008.25, F.S.	13	3%	2%
Students who are not proficient in reading by third grade	18	27%	24%
Students who receive two or more behavior referrals	2	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

For the 2013-2014 school year, we would like to see a 10% increase in our number of volunteers from the previous year.
We would also like to increase parent participation in school-wide events by 10%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase the number of volunteers by 10%.	354	74%	81%

Area 10: Additional Targets

Additional targets for the school

Safety - Based on the SACS Accreditation Parent and Staff Survey, we would like to see an increase in the percentage of parents and staff that feel the school provides a safe environment for teaching and learning.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
92% of our parents and staff will agree that the school provides a safe learning environment.	164	88%	92%

Goals Summary

G1. To decrease the percentage of students not making satisfactory progress in Math. All subgroups did not achieve the AMO for 2013.

G2. To decrease the percentage of students not making satisfactory progress in Reading. All subgroups did not achieve the AMO for 2013.

G3. 84% of all 4th grade students will score at Level 3.5 or above on the 2014 FCAT Writing Assessment.

G4. 58% of all 5th grade students will demonstrate proficiency on the 2014 FCAT Science Assessment.

G5. 84% of all 3rd - 5th grade students will achieve proficiency on the 2014 FCAT Reading Assessment.

G6. 75% of all 3rd - 5th grade students will achieve proficiency on the 2014 FCAT Math Assessment.

Goals Detail

G1. To decrease the percentage of students not making satisfactory progress in Math. All subgroups did not achieve the AMO for 2013.

Targets Supported

Resources Available to Support the Goal
- Successmaker program
- Reflex Math interactive computer program
- i-Ready Math program and workbooks
- Gizmos interactive computer program
- After school tutoring

Targeted Barriers to Achieving the Goal
- Lack of student computers
- Lack of funding for after school tutoring

Plan to Monitor Progress Toward the Goal

Student participation with Successmaker, Reflex Math and i-Ready.

Person or Persons Responsible
Kg - 5th grade teachers; Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Progress monitoring of student results

G2. To decrease the percentage of students not making satisfactory progress in Reading. All subgroups did not achieve the AMO for 2013.

Targets Supported

Resources Available to Support the Goal
- Successmaker
- FCAT Explorer
- Great Leaps
- After School Tutoring

Targeted Barriers to Achieving the Goal
- 30 site licenses for Successmaker.
- Additional time for enrichment and remediation.

Plan to Monitor Progress Toward the Goal

Monitor student's increase with reading fluency.

Person or Persons Responsible
Reading Coach

Target Dates or Schedule:
Weekly

Evidence of Completion:
Student progress folders

G3. 84% of all 4th grade students will score at Level 3.5 or above on the 2014 FCAT Writing Assessment.

Targets Supported
- Writing

Resources Available to Support the Goal
- Write Score
- District Curriculum Guide
- Melissa Forney's Resources for Vocabulary

Targeted Barriers to Achieving the Goal
- Funding

Plan to Monitor Progress Toward the Goal

District Assessments will be given 3 times during the year. Write Score will be given 4 times during the year.

Person or Persons Responsible
4th grade ELA teachers.

Target Dates or Schedule:
September 2013 - February 2014

Evidence of Completion:
Student results on each assessment.

G4. 58% of all 5th grade students will demonstrate proficiency on the 2014 FCAT Science Assessment.

Targets Supported
- Science
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal
- District Science Specialist
- Curriculum Guides
- Science Lab
- Classroom Teachers
- Gizmos interactive computer program

Targeted Barriers to Achieving the Goal
- Delay in receiving Science materials.

Plan to Monitor Progress Toward the Goal

District Curriculum Guide Assessments

Person or Persons Responsible
2nd - 5th grade teachers

Target Dates or Schedule:
3 times during the school year

Evidence of Completion:
Student results

G5. 84% of all 3rd - 5th grade students will achieve proficiency on the 2014 FCAT Reading Assessment.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal
- Successmaker
- DAR (Diagnostic Assessment of Reading)
- FCAT Explorer
- Reading Coach
- District Specialist
- Teacher Academy
- Novels for Grades 3 - 5

Targeted Barriers to Achieving the Goal
- Students enter school year below grade level expectations

Plan to Monitor Progress Toward the Goal

District Curriculum Guide Assessments

Person or Persons Responsible
Kg - 5th grade teachers

Target Dates or Schedule:
Throughout the school year

Evidence of Completion:
Student Data

G6. 75% of all 3rd - 5th grade students will achieve proficiency on the 2014 FCAT Math Assessment.

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

Resources Available to Support the Goal
- District Specialist
- Curriculum Guide
- Beaches Resource Center

Targeted Barriers to Achieving the Goal
- Inconsistency with teacher instruction between grade levels

Plan to Monitor Progress Toward the Goal

District Math Curriculum Guide Assessments

Person or Persons Responsible
Kindergarten - 5th grade students

Target Dates or Schedule:
Throughout the school year

Evidence of Completion:
Student Data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. To decrease the percentage of students not making satisfactory progress in Math. All subgroups did not achieve the AMO for 2013.

G1.B1 Lack of student computers

G1.B1.S1 Students will use instructional resources such as Successmaker, Reflex Math, i-Ready and Ready Common Core to provide remediation and enrichment to students.

Action Step 1

During center rotations, students will use instructional resources such as Successmaker, Reflex Math, i-Ready and Ready Common Core to provide remediation and enrichment to students.

Person or Persons Responsible

Kg - 5th grade teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring of student results throughout the school year.

Facilitator:

Reading Coach and Math Lead Teacher

Participants:

Kg - 5th grade teachers

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

Student participation with Successmaker, Reflex Math and i-Ready.

Person or Persons Responsible

Kg - 5th grade teachers; Administration.

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring of student results

Plan to Monitor Effectiveness of G1.B1.S1

Student participation with Successmaker, Reflex Math and i-Ready.

Person or Persons Responsible

Kg - 5th grade teachers; Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring of student results

G2. To decrease the percentage of students not making satisfactory progress in Reading. All subgroups did not achieve the AMO for 2013.

G2.B1 30 site licenses for Successmaker.

G2.B1.S1 Teachers will use Successmaker as a supplemental instructional tool during center rotations and before and after school.

Action Step 1

Successmaker

Person or Persons Responsible

3rd - 5th grade teachers

Target Dates or Schedule

During the reading block; before and after school.

Evidence of Completion

Student data reports.

Facilitator:

Becky Farinella and Successmaker Consultant

Participants:

K - 5 teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B4 Additional time for enrichment and remediation.

G2.B4.S1 Volunteers will be trained to implement the Great Leaps program with at-risk students before school.

Action Step 1

Great Leaps program for Fluency

Person or Persons Responsible

Reading Coach and Volunteers

Target Dates or Schedule

Before School

Evidence of Completion

Student data reports

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

Great Leaps Fluency program

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student progress folders

Plan to Monitor Effectiveness of G2.B4.S1

Monitor student's improvement with reading fluency.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Student progress folders

G3. 84% of all 4th grade students will score at Level 3.5 or above on the 2014 FCAT Writing Assessment.

G3.B1 Funding

G3.B1.S1 1. 4th grade teachers will offer after school writing groups.

Action Step 1

Teachers will implement the Duval County Public Schools Instructional Framework model - Gradual Release of Responsibility.

Person or Persons Responsible

Kg - 5th grade teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and classroom focus walks

Facilitator:

Becky Farinella

Participants:

All Kg - 5th grade teachers

Action Step 2

Using student data from the District Assessments and Write Score, teachers will identify the weakest areas and develop lessons for student groups.

Person or Persons Responsible

4th grade ELA teachers

Target Dates or Schedule

September 2013 - February 2014

Evidence of Completion

Attendance log from after school tutoring sessons.

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

4th grade ELA teachers will participate in common planning time to analyze data, identify students for groups and develop lessons.

Person or Persons Responsible

4th grade ELA teachers

Target Dates or Schedule

Septermber 2013 - February 2014

Evidence of Completion

Minutes from Common Planning Meetings

Plan to Monitor Effectiveness of G3.B1.S1

Analyze District Assessments and Write Score data to monitor student improvement.

Person or Persons Responsible

4th grade ELA teachers; School Leadership Team

Target Dates or Schedule

September 2013 - February 2014

Evidence of Completion

Student results

G3.B1.S2 2. Teachers will implement small groups during rotation time.

Action Step 1

Teachers will conference with students during center rotation time.

Person or Persons Responsible

K - 5 teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Conference notes.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Teachers will receive support on selecting appropriate lessons and strategies for small groups.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

PLC Agendas

Plan to Monitor Effectiveness of G3.B1.S2

Analyze District Writing Assessments and Write Score data to track student achievement.

Person or Persons Responsible

4th grade ELA teachers; Administration

Target Dates or Schedule

September 2013 - February 2014

Evidence of Completion

Student results

G4. 58% of all 5th grade students will demonstrate proficiency on the 2014 FCAT Science Assessment.

G4.B1 Delay in receiving Science materials.

G4.B1.S1 Teachers will identify and pre-sort materials for lab activities.

Action Step 1

Teachers will meet to brainstorm ideas and plan lessons.

Person or Persons Responsible

Kindergarten - 5th grade teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Action Step 2

Identify materials for science activities.

Person or Persons Responsible

Kindergarten - 5th grade teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student Interactive Science Journals

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

Professional Learning Communities

Person or Persons Responsible

Classroom teachers will meet will meet as a grade level with Administration and Reading Coach

Target Dates or Schedule

Bi-weekly meetings each month

Evidence of Completion

PLC agenda

Plan to Monitor Effectiveness of G4.B1.S1

Science Curriculum Guide Assessments

Person or Persons Responsible

Grades 2 - 5

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student results

G4.B1.S2 Teachers will use the Science Lab once a week to conduct hands-on activities.

Action Step 1

Teachers will conduct hands-on activities in the classroom and/or the Science Lab.

Person or Persons Responsible

Kg - 2 teachers, 3rd - 5th Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Exit tickets from activities and Interactive Science Journals

Facilitator:

Science Lead

Participants:

Kg - 2 teachers, 3rd - 5th Science teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Hands-on Science activities

Person or Persons Responsible

Kg - 2 teachers; 3rd - 5th Science teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Science Journals

Plan to Monitor Effectiveness of G4.B1.S2

Hands-on Science Activities

Person or Persons Responsible

Kg - 2 teachers; 3rd - 5th Science teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Interactive Science Journals and Exit tickets

G5. 84% of all 3rd - 5th grade students will achieve proficiency on the 2014 FCAT Reading Assessment.

G5.B7 Students enter school year below grade level expectations

G5.B7.S1 All ELA teachers will implement the DCPS Instructional Framework model of the Gradual Release of Responsibility.

Action Step 1

Participate in professional development on how to select grade-level appropriate, complex texts.

Person or Persons Responsible

3rd - 5th ELA teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

Action Step 2

Participate in professional development on how to implement the DCPS Instructional Framework Model.

Person or Persons Responsible

K - 2 teachers; 3rd - 5th ELA teachers

Target Dates or Schedule

Teacher Academy, Professional Learning Communities and Common Planning time

Evidence of Completion

Lesson Plans

Facilitator:

Becky Farinella

Participants:

Kg - 5th grade teachers

Plan to Monitor Fidelity of Implementation of G5.B7.S1

Teachers will have the opportunity to participate in Common Planning twice a month with grade level members facilitated by the school-based Reading Coach.

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

Twice a month, on non-Early Dismissal Wednesdays

Evidence of Completion

PLC Agendas, Meeting Minutes, Lesson Plans, Student Work

Plan to Monitor Effectiveness of G5.B7.S1

Students will be administered the following assessments: District Baseline Assessments Curriculum Guide Assessments IOWA DAR (for students performing below grade level) FLKRS (for Kindergarten only)

Person or Persons Responsible

Kindergarten - 5th grade students

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student Data

G5.B7.S2 All ELA teachers will differentiate instruction daily for all students.

Action Step 1

Based on student data, teachers will form groups to address specific needs of students.

Person or Persons Responsible

All ELA teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Conference logs and Lesson Plans

Plan to Monitor Fidelity of Implementation of G5.B7.S2

Based on student data, teachers will differentiate instruction for students.

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of G5.B7.S2

Based on student data, teachers will differentiate instruction.

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans

G5.B7.S3 All ELA teachers will participate in professional development opportunities to support higher-level thinking strategies for all students.

Action Step 1

Teachers will implement Project Based Learning to increase comprehension, questioning and higher order thinking skills using informational text.

Person or Persons Responsible

Kg - 5th grade teachers

Target Dates or Schedule

January - March 2014

Evidence of Completion

PLC Agendas and Lesson Plans

Facilitator:

Reading Coach

Participants:

Kg - 5th grade teachers

Plan to Monitor Fidelity of Implementation of G5.B7.S3

Project Based Learning

Person or Persons Responsible

Kg - 5th grade teachers

Target Dates or Schedule

January - March 2014

Evidence of Completion

PLC agendas and Lesson Plans

Plan to Monitor Effectiveness of G5.B7.S3

Project Based Learning

Person or Persons Responsible

Kg - 5th grade teachers

Target Dates or Schedule

January - March 2014

Evidence of Completion

PLC agendas and Lesson Plans

G6. 75% of all 3rd - 5th grade students will achieve proficiency on the 2014 FCAT Math Assessment.

G6.B5 Inconsistency with teacher instruction between grade levels

G6.B5.S1 Teachers will participate in cross-grade level professional development for math.

Action Step 1

Professional Development Training

Person or Persons Responsible

K - 2 teachers; 3rd - 5th Math teachers

Target Dates or Schedule

Early Dismissal Trainings and during Common Planning time

Evidence of Completion

Agendas and lesson plans

Plan to Monitor Fidelity of Implementation of G6.B5.S1

District Math Curriculum Guide Assessments

Person or Persons Responsible

Kindergarten - 5th grade students

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student Data

Plan to Monitor Effectiveness of G6.B5.S1

District Math Curriculum Guide Assessments; i-Ready Diagnostic

Person or Persons Responsible

Kindergarten - 5th grade students

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student Data

Coordination and Integration

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

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

Using our 2012-13 FCAT data, District Baseline Assessments, Curriculum Guide Assessments and IOWA Reading Assessments, 3rd – 5th grade students will be identified for after school tutoring in reading. Supplemental Academic Instruction funds will be used to pay for instructors.

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 the percentage of students not making satisfactory progress in Math. All subgroups did not achieve the AMO for 2013.

G1.B1 Lack of student computers

G1.B1.S1 Students will use instructional resources such as Successmaker, Reflex Math, i-Ready and Ready Common Core to provide remediation and enrichment to students.

PD Opportunity 1

During center rotations, students will use instructional resources such as Successmaker, Reflex Math, i-Ready and Ready Common Core to provide remediation and enrichment to students.

Facilitator

Reading Coach and Math Lead Teacher

Participants

Kg - 5th grade teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitoring of student results throughout the school year.

G2. To decrease the percentage of students not making satisfactory progress in Reading. All subgroups did not achieve the AMO for 2013.

G2.B1 30 site licenses for Successmaker.

G2.B1.S1 Teachers will use Successmaker as a supplemental instructional tool during center rotations and before and after school.

PD Opportunity 1

Successmaker

Facilitator

Becky Farinella and Successmaker Consultant

Participants

K - 5 teachers

Target Dates or Schedule

During the reading block; before and after school.

Evidence of Completion

Student data reports.

G3. 84% of all 4th grade students will score at Level 3.5 or above on the 2014 FCAT Writing Assessment.

G3.B1 Funding

G3.B1.S1 1. 4th grade teachers will offer after school writing groups.

PD Opportunity 1

Teachers will implement the Duval County Public Schools Instructional Framework model - Gradual Release of Responsibility.

Facilitator

Becky Farinella

Participants

All Kg - 5th grade teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and classroom focus walks

G4. 58% of all 5th grade students will demonstrate proficiency on the 2014 FCAT Science Assessment.

G4.B1 Delay in receiving Science materials.

G4.B1.S2 Teachers will use the Science Lab once a week to conduct hands-on activities.

PD Opportunity 1

Teachers will conduct hands-on activities in the classroom and/or the Science Lab.

Facilitator

Science Lead

Participants

Kg - 2 teachers, 3rd - 5th Science teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Exit tickets from activities and Interactive Science Journals

G5. 84% of all 3rd - 5th grade students will achieve proficiency on the 2014 FCAT Reading Assessment.

G5.B7 Students enter school year below grade level expectations

G5.B7.S1 All ELA teachers will implement the DCPS Instructional Framework model of the Gradual Release of Responsibility.

PD Opportunity 1

Participate in professional development on how to implement the DCPS Instructional Framework Model.

Facilitator

Becky Farinella

Participants

Kg - 5th grade teachers

Target Dates or Schedule

Teacher Academy, Professional Learning Communities and Common Planning time

Evidence of Completion

Lesson Plans

G5.B7.S3 All ELA teachers will participate in professional development opportunities to support higher-level thinking strategies for all students.

PD Opportunity 1

Teachers will implement Project Based Learning to increase comprehension, questioning and higher order thinking skills using informational text.

Facilitator

Reading Coach

Participants

Kg - 5th grade teachers

Target Dates or Schedule

January - March 2014

Evidence of Completion

PLC Agendas and Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total	
		$0	$0
Total		$0	$0

Budget Details

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

G4. 58% of all 5th grade students will demonstrate proficiency on the 2014 FCAT Science Assessment.

G4.B1 Delay in receiving Science materials.

G4.B1.S2 Teachers will use the Science Lab once a week to conduct hands-on activities.

Action Step 1

Teachers will conduct hands-on activities in the classroom and/or the Science Lab.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed