2013-2014 SCHOOL IMPROVEMENT PLAN

New Berlin Elementary School

3613 NEW BERLIN RD
Jacksonville, FL 32226
904-714-4601
http://www.duvalschools.org/newberlin

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	35%

Alternative/ESE Center	Charter School	Minority Rate
No	No	39%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	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
New Berlin Elementary School

Principal
Crystal Lewis

School Advisory Council chair
Shannon Baker

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

Name	Title
Shelley Luter	Assistant Principal
Sylvia Chase	Assistant Principal
Selina Poole	Reading Coach
Jill Evans	Kindergarten Grade Chair Person
Kathleen Burns	1st Grade Chair Person
Pauline Gonzales	2nd Grade Chair Person
Brenda Elliott	3rd Grade Chair Person
Heather O'Reilly	4th Grade Chair Person
Laurel Cox	5th Grade Chair Person

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

Crystal Lewis - Principal
Shannon Baker - Chairperson
Tracielynn Denson - Vice Chairperson
Kelsey Eshleman - Secretary
Frank Nettles - Teacher
Lisa Atwell - Educational Support
Christy Homitz - Parent

Donna Gardner - Parent
Trisha Fox - Community/Business Partner
Sheronda Calvin - Parent
Keecia King - Parent
Dann Hamlin - Parent
Kelly Smith - Parent
Melissa Shirley - Parent
Angie Hamilton - Parent

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) was provided a draft of the School Improvement Plan to review and
provide feedback.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet the second Tuesday of each month at 6:00 p.m.
* Assist in the preparation and evaluation of the School Improvement Plan
* Initiate activities or programs that genera greater cooperation between the community and the school
* Recommend various support services in the school

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

Pending allocation, SAC money will be spent to purchase supplemental materials to support classroom
instruction. The school does not have current school improvement funds.

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:

Crystal Lewis		
Principal	Years as Administrator: 15	Years at Current School: 1

Credentials	Education: BA-Special Education, University of North Florida1993; Masters in Educational Leadership,University of North Florida1995 Professional Certificates: School Principal (All Levels) Specific Learning Disabilities (K-12) Principal Academy (2009 - 2012) - Distinguished Principal
Performance Record	2012 - 2013:Principal Andrew Robinson Elementary - Grade F School #262 35% Reading Mastery/ 40%Math Mastery/ 36%Science Mastery/. 37%Writing Mastery Master AYP: NO 2011-2012: Principal Andrew Robinson Elementary – Grade D School #262 36% Reading Mastery / 43% Math Mastery / 20% Science Mastery/ 75% Writing Mastery Master AYP: NO 2010-2011, Principal - Grade D, school #262 60% Reading Mastery / 66% Math Mastery / 33% Science Mastery/ 80% Writing Mastery Master AYP: NO 2009-2010: Principal of Biscayne Elementary Grade C. Reading Mastery: 67%, Math Mastery: 53%, Science Mastery: 20%, Writing Mastery: 78% AYP: 79%, Black and Economically Disadvantaged did not make AYP in reading. Total, Black and Economically Disadvantaged did not make AYP in math or in Reading. 2008-2009: Principal of Biscayne Elementary Grade C. Reading Mastery: 61%, Math Mastery: 52%, Science Mastery: 22%, Writing Mastery: 79% AYP: 87%, Black and Economically Disadvantaged did not make AYP in reading. Black and Economically Disadvantaged did not make AYP in math. 2007-2008, Principal of Biscayne Elementary : Grade C, Reading Mastery:

67%, Math Mastery: 51%, Science
Mastery: 23%, Writing Mastery: 62%
AYP: 85%, All subgroups met AYP in
reading.
Black and Economically Disadvantaged did
not make AYP in math.
2006-2007: Principal Biscayne -Grade B,
Reading Mastery:
63%, Math Mastery: 49%, Science
Mastery: 17%, Writing Mastery: 84%
AYP: 100%, All subgroups met AYP in both reading and math.
2005-2006, Principal of Biscayne
Elementary: Grade D, Reading Mastery:
63%, Math Mastery: 36%, Writing Mastery:
70%
AYP: 87%, All subgroups met AYP in
reading. Black and Economically
Disadvantaged did not make AYP in math.
2004-2005: Grade B, Reading Mastery:
73%, Math Mastery: 48%, Writing Mastery:
79%
AYP: 97%, All subgroups met AYP in
reading. Economically Disadvantaged did
not meet AYP in math.
2003-2004, Principal of Biscayne
Elementary: Grade C, Reading Mastery:
52%, Math Mastery: 37%, Writing Mastery:
88%.
AYP: 90%, All subgroups met AYP in
reading. Black and Economically
Disadvantaged did not make AYP in math.
2002-2003: Principal of Fishweir
Elementary: Grade A, Reading mastery: 75%, Math Mastery:
49%, Writing Mastery: 76%
2001-2002, Principal of Fishweir
Elementary: Grade A, Reading mastery: 76%, Math Mastery:
56%, Writing Mastery: 72%
2000-2001, Principal of Fishweir
Elementary: Grade B, Reading mastery: 74%, Math Mastery:
50%, Writing Mastery: 89%
1999-2000, Principal of Fishweir
Elementary: Grade A, Reading mastery: 65%, Math Mastery:
67%, Writing Mastery: 68%
1998-1999, Vice- Principal of Crystal
Springs Elementary: Grade C

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

Credentials	B.S. English M.A. Reading English 6-12 Reading K-12
Performance Record	Landmark Middle School 2007-2008(B) 2008-2009(B) 2009-2010(B) 2010-2011(A) Andrew Jackson High School 2011-2012(B)

Shelley Luter		
Asst Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	Education: BA-Secondary Education, University of North Florida Masters in Special Education ,University of North Florida1995 Professional Certificates: Educational Leadership (K-12) Specific Learning Disabilities (K-12) Elementary Education (K-5)
Performance Record	

Instructional Coaches

# of instructional coaches

8

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Selina Poole		
Full-time / School-based	Years as Coach: 8	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Education: BA-Elementary Education, University of North Florida1995
Performance Record	2012 - 2013: Sadie T. Tillis Elementary- Grade F Reading Mastery:33% Reading Gains:55% Math Mastery:40% Math Gains:64% Science Mastery:20% Writing Mastery: 59% 2011- 2012: Sadie T. Tillis Elementary- Grade D Reading Mastery:52% Reading Gains:63% Math Mastery:51% Math Gains:56% Science Mastery:25% Writing Mastery: 68% 2010-2011:Sadie T. Tillis Elementary- Grade C Reading Mastery:52% Reading Gains:63% Reading BQ Gains:50% Math Mastery:51% Math Gains:56% Math BQ Gains:71% Science Mastery:25% 2009-2010: Sadie T. Tillis Elementary- Grade D Reading Mastery: 51% Math Mastery: 50% Science Mastery: 23%. 2008- 2009: Sadie T. Tillis Elementary- Grade B Reading Mastery: 63% Math Mastery: 62% Science Mastery: 49%. 2007-2008 Sadie T. Tillis Elementary- Grade B Reading Mastery: 69% Math Mastery: 49% Science Mastery: 45%. 2006- 2007: Sadie T. Tillis Elementary- Grade C

Classroom Teachers

# of classroom teachers
61

receiving effective rating or higher
56, 92%

 # Highly Qualified Teachers

87%

 # certified in-field

58, 95%

 # ESOL endorsed

30, 49%

 # reading endorsed

1, 2%

 # with advanced degrees

19, 31%

 # National Board Certified

1, 2%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

26, 43%

 # with 6-14 years of experience

23, 38%

 # with 15 or more years of experience

12, 20%

Education Paraprofessionals

# of paraprofessionals

8

 # Highly Qualified

8, 100%

Teacher Recruitment and Retention Strategies

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

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

The building principal will recruit highly qualified faculty from local teacher recruitment fairs.

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

Mentor Name - Kimberly McSwain
Mentee Assigned - Gloria Warren
Rationale for Pairing - Warren is a new teacher and worked with McSwain as an intern. McSwain is CET trained and has proven FCAT Data, years of experience and successful student progress.

Planned Mentoring Activities - The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.
Mentor Name - Katie Burns
Mentee Assigned - Atlanta Dick
Rationale for Pairing - Burns is CET trained and is an experienced teacher. She has proven data and has shown successful student growth.
Planned Mentoring Activities - The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.

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

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

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

The school based RtI Leadership Team is comprised of the following individuals:
Crystal Lewis (Principal)/Sylvia Chase (Assistant Principal)/Shely Luter (Assistant Principal) Leads the RtI team and provides a 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: ensures adequate professional development to support RtI implementation: and communicates with parents regarding school-based RtI plans and activities.
Sarah Pabon & Jill Evans (Foundations Team Co-Chairs) - 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.
Selina Poole (Reading Coach) 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; and provides support for assessment and implementation monitoring.
Marisa Negron (Guidance Counselor) provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students: organizes MRT meetings, works with teachers to provide support for the students' 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.
Lacy Harbison/Sherry Jackson/Sandra Woodward(ESE Teachers) - participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation.

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

The School Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School Leadership Team finalizes the plan.
The School Improvement Plan is the guiding document for the work of New Berlin Elementary School.

The School Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MtSS/RtI to inform instruction and made mid-course adjustments as data are analyzed.

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

RtI/MTSS Leadership Team will attend district and state trainings. Information will be disseminated through emails, PLCs, Early Release, and mentoring sessions.
All teachers will participate in weekly 90 minute professional learning communities where data is the focus for planning, training, and instruction. Data will be disaggregated, students identified, and research based materials modeled for instruction. In addition, calibration sessions will be planned for where student work and data will be highlighted for discussion.

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

1. Classroom Data Tracking Sheets: Used to monitoring weekly and cumulative assessments and to plan for FCIM lessons in individual, small and whole group. Data Tracking sheets identify the bottom quartile for the class and school.
2. CGA Limelight Reports: Used as beginning, mid, and end of year progress monitoring of students on individual assessed benchmarks. Target Focus Calendars are created and updated in response to data. Data is summarized Mid-year SIP and Mid-Year Stakeholders Meetings. All data is presented in graph form on the data wall.
3. DAR: Used to differentiate and plan for Guided Reading.
5. RtI Summary Sheets: Wednesday Meeting data and outcome is documented for Tier 2 and Tier 3 using a template with guiding questions.

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

MTSS will be supported by Academic Coaches and Admin by providing weekly feedback from classroom walk-throughs, PLCs, and informal CAST observations. Effective practices with researched based materials will be modeled during PLCs and class time. Scaffolding methods such as modeling, co-teaching, and "piggy-backing" will be utilized until each teacher is effective with Tier 1, 2 and 3 practices and resources. A resource will be compiled with all the school resources available for each content area and tier as guide for teachers. A check out system will be created to monitored purchased resources to ensure the researched based materials stay complete from year to year.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Crystal Lewis	Principal
Sylvia Chase	Assistant Principal
Selina Poole	Reading Coach
Pauline Gonzales	2nd Grade Teacher (Reading Lead Teacher)
Katie Burns	1st Grade Teacher
Heather Callejas	Kindergarten Teacher
Lindsey Breedlove	1st Grade Teacher
Brenda Elliott	3rd Grade Teacher
Janice Williams	3rd Grade Teacher
Jezmyn Meide	4th Grade Teacher
Laura West	5th Grade Teacher

How the school-based LLT functions

The school based Literacy Leadership Team meets monthly in a vertical team that represents kindergarten through 5th grade. The team establishes a literacy vision for the school. They refine a shared language of literacy for every student, faculty and staff member. They plan reading activities for the entire school to participate that deepens the achievement of every student. They develop professional development opportunities for each faculty member that helps to enhance the school's literacy vision and and needs. The LLT also, evaluates curriculum needs and analyzes test data to monitor subgroups that are not making Adequate Yearly Progress.

Major initiatives of the LLT

This year the Literacy Leadership Team will focus on implementing the Common Core Standards in Kindergarten through 2nd grade. The team will help each teacher in those grades unpack the CCSS and understand how to track student progress on the CCSS.

The LLT will also monitor the progress of all subgroups and identify critical needs based upon the reading data. The LLT will develop a plan to incorporate literacy across all curriculum including technology and help teachers become familiar with the CGA data within the Limelight and Insight data system

Preschool Transition

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

To assist preschool children in transition from early childhood programs to New Berlin Elementary, the following is provided:
• Early kindergarten registration, Pre-Kindergarten ESE program
• Overview of Curriculum, expectations given to parents
• Teacher evaluation of the FLKRS testing, which shows students' readiness

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	73%	70%	No	75%
American Indian				
Asian	63%	83%	Yes	67%
Black/African American	64%	63%	No	68%
Hispanic	74%	70%	No	77%
White	75%	71%	No	78%
English language learners				
Students with disabilities	54%	38%	No	59%
Economically disadvantaged	64%	58%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	755	70%	75%
Students scoring at or above Achievement Level 4	486	45%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	798	74%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	766	71%	75%

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		64%	70%
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	73%	70%	No	75%
American Indian				
Asian	77%	94%	Yes	79%
Black/African American	60%	64%	Yes	64%
Hispanic	80%	68%	No	82%
White	75%	71%	No	78%
English language learners				
Students with disabilities	58%	39%	No	63%
Economically disadvantaged	54%	55%	Yes	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	385	70%	75%
Students scoring at or above Achievement Level 4	198	36%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	669	62%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)			

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		79%	80%
Students scoring at or above Achievement Level 4		54%	55%

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 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)	16		20
Participation in STEM-related experiences provided for students	16	64%	80%

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	0		
Students retained, pursuant to s. 1008.25, F.S.	4		
Students who are not proficient in reading by third grade	9		
Students who receive two or more behavior referrals	11		
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	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

Increase the number of parents participating and volunteering in school wide activities by 2%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
NBR will provide at least two community school wide activities an three quarterly curriculum events during the 2012 school year			

Area 10: Additional Targets

Additional targets for the school

Safety Goal: All Stakeholders are knowledgeable of the Emergency and/or Crisis procedures.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of Faculty and Staff	72	100%	100%

Goals Summary

G1.   Maintain the number of 100% of faculty and staff being knowledgeable of the Emergency and Crisis procedures.

G2.   The percent of students scoring Level 3 on FCAT MATH will increase from 33%(182) in 2013 to 35%(193) in 2013.

G3.   The percent of students scoring Level 3 on FCAT READING will increase from 26% (281) to 31% (334).

G4.   The percentage of students scoring Level 4 or higher on FCAT WRITING will increase from 39.8% (70) in 2013 to 45% (79) in 2014.

G5.   80% of students will score at a Level 3 or higher on the 2014 FCAT SCIENCE test

G6.   Maintain the number of referrals for the 2013-2014 school year at .03% (31)

G7.   Increase the number of school related STEM activities by 16% (20 of 25) from last years 64% (16 of 25) goal.

G8.   Increase the number of students that score Level 4 or higher from 45% (486) in 2013 to 47% (507) in 2014.

G9.   Increase the percentage of parental involvement from 52% (561) in 2013 t0 54% (617) in 2014.

Goals Detail

G1. Maintain the number of 100% of faculty and staff being knowledgeable of the Emergency and Crisis procedures.

Targets Supported

Resources Available to Support the Goal
- Emergency Plans

Targeted Barriers to Achieving the Goal
- Time constraints for proper training of all faculty and staff.

Plan to Monitor Progress Toward the Goal

Emergency/Crisis Situation drills

Person or Persons Responsible
Foundations Team and Leadership Team

Target Dates or Schedule:
Monthly

Evidence of Completion:
Emergency evacuation and monthly fire drill reports

G2. The percent of students scoring Level 3 on FCAT MATH will increase from 33%(182) in 2013 to 35%(193) in 2013.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal
- Many students entering FCAT tested grades are working below grade level in math. These students have gaps in their foundation of mathematical concepts. They lack sufficient mathematical skills and understanding to be successful on grade level content.

Plan to Monitor Progress Toward the Goal

Use the data from district Math CGA results to plan effective remediation

Person or Persons Responsible
Classroom Teachers and ESE Teachers

Target Dates or Schedule:
Ongoing writing conferences with students

Evidence of Completion:
Lesson Plans and CGA data and PLC meeting notes with evidence of student portfolios

G3. The percent of students scoring Level 3 on FCAT READING will increase from 26% (281) to 31% (334).

Targets Supported

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

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Student entering FCAT tested grades are reading below grade level. Students lack the comprehension needed to analyze literary and informational text. Students lack understanding in applying reading application strategies.

- Students lack reading stamina and need more practice with independent reading. Students need to meet the school wide reading campaign goals.

- Some students entering FCAT tested grades do not have the appropriate phonics and decoding skills that helps fluency and comprehension

Plan to Monitor Progress Toward the Goal

RTI, MTSS and CPST meeting notes and student work portfolios

Person or Persons Responsible

Administration

Target Dates or Schedule:

Bi-Weekly CPST meeting

Evidence of Completion:

RTI, MTSS and CPST meeting notes and student work portfolios

G4. The percentage of students scoring Level 4 or higher on FCAT WRITING will increase from 39.8% (70) in 2013 to 45% (79) in 2014.

Targets Supported

- Writing

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Students need more explicit instruction in writing strategies that are aligned with the test. Students also need an increased emphasis on spelling, grammar and conventions.

Plan to Monitor Progress Toward the Goal

Classroom walk through and student portfolio evidence

Person or Persons Responsible
Instructional Coach and Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Updated Student Portfolios and District Writing Prompt Data

G5. 80% of students will score at a Level 3 or higher on the 2014 FCAT SCIENCE test

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

-

Targeted Barriers to Achieving the Goal

- Students entering the 5th grade lack knowledge of the Scientific Method

- Teachers are not well verse in implementing the new science curriculum effectively with the current science strategies and materials

- Teachers need to learn how to unpack the benchmarks and work on higher level questioning and data analysis

Plan to Monitor Progress Toward the Goal

Conduct Focus Walks and monitor the use of the students interactive journals

Person or Persons Responsible
Instructional Coach and Administration

Target Dates or Schedule:
Weekly

Evidence of Completion:
Assessment data and Student Portfolios

G6. Maintain the number of referrals for the 2013-2014 school year at .03% (31)

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Lack of consistency when monitoring and reinforcing the school wide rules and procedures in common areas
- Student internal motivation to complete assignments and submit homework is inconsistent
- Students lack clear understanding of appropriate social and classroom behaviors

Plan to Monitor Progress Toward the Goal

Monitor Student Assessment Data and Data Chat Records

Person or Persons Responsible
Instructional Coach and Administration

Target Dates or Schedule:
Bi-Weekly

Evidence of Completion:
Student Assessment Data and Data Chat Records

G7. Increase the number of school related STEM activities by 16% (20 of 25) from last years 64% (16 of 25) goal.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal
- Students lack knowledge of the Scientific Method and higher level questioning
- Lack of opportunities to integrate science experiences in school related functions/activities. Budget shortfalls prevent science presentations from outside vendors.

Plan to Monitor Progress Toward the Goal

Science assessments given by classroom teachers

Person or Persons Responsible
Classroom Teachers and Administration

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Science CGA data

G8. Increase the number of students that score Level 4 or higher from 45% (486) in 2013 to 47% (507) in 2014.

Targets Supported
- Reading (Learning Gains)

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G9. Increase the percentage of parental involvement from 52% (561) in 2013 t0 54% (617) in 2014.

Targets Supported

Resources Available to Support the Goal
- Tools that are available is School Messenger System, Social Media, Teacher newsletters and Tuesday Folders.

Targeted Barriers to Achieving the Goal
- New Berlin families need to be provided multiple opportunities to attend school scheduled events to gain a better understanding of the grade level curriculum.

Plan to Monitor Progress Toward the Goal

First semester event is Literacy Night

Person or Persons Responsible
Administrators, Teachers and PTA

Target Dates or Schedule:
October 24,2013.

Evidence of Completion:
Sign in Sheet calculations.

Action Plan for Improvement

Problem Solving Key

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

G1. Maintain the number of 100% of faculty and staff being knowledgeable of the Emergency and Crisis procedures.

G1.B1 Time constraints for proper training of all faculty and staff.

G1.B1.S1 Develop and practice the school's procedures for an Emergency/Crisis Plan

Action Step 1

Develop a systematic training for all school faculty and staff to know how to respond to an Emergency/Crisis Situation

Person or Persons Responsible

Foundations Team and School Leadership Team

Target Dates or Schedule

Early Dismissal Meeting

Evidence of Completion

Emergency evacuation and monthly fire drill reports

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

Emergency/Crisis Situation drills

Person or Persons Responsible

Foundations Team and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Emergency evacuation and monthly fire drill reports

Plan to Monitor Effectiveness of G1.B1.S1

Emergency/Crisis Situation drills

Person or Persons Responsible

Foundations Team and Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Emergency evacuation and monthly fire drill reports

G2. The percent of students scoring Level 3 on FCAT MATH will increase from 33%(182) in 2013 to 35%(193) in 2013.

G2.B1 Many students entering FCAT tested grades are working below grade level in math. These students have gaps in their foundation of mathematical concepts. They lack sufficient mathematical skills and understanding to be successful on grade level content.

G2.B1.S1 Have a model classroom for novice teachers to observe differentiating instruction and using a variety of strategies.

Action Step 1

Set up a schedule to have model classroom walk through observations

Person or Persons Responsible

Teachers, Instructional Coach and Administration

Target Dates or Schedule

Ongoing Monthly walk throughs

Evidence of Completion

Walk Through Forms completed by novice teachers

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

Novice Teachers improve in differentiating instruction and using strategies that help students achieve proficiency

Person or Persons Responsible

Administration and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Walkthrough Checklist

Plan to Monitor Effectiveness of G2.B1.S1

Novice Teachers improve in differentiating instruction and using strategies that help students achieve proficiency

Person or Persons Responsible

Administration and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student portfolios and data from CGAs and FCAT scores

G2.B1.S2 Have math teachers attend in-school professional development provided by the Math Lead Teacher and District Math Specialist on topics such as Differentiating Instruction, Common Core, Unpacking the Standards, Incorporating Rigor in the Math Curriculum/Text book and using learning strategies to help all students achieve proficiency.

Action Step 1

Offer in-school professional development for teachers

Person or Persons Responsible

Instructional Coach and District Math Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Implementation of strategies in classroom

Facilitator:

District Math Specialist

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Implementation of Math Strategies in Classrooms and Lesson Plans that are aligned to the standard

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Portfolios and Math lessons

Plan to Monitor Effectiveness of G2.B1.S2

Implementation of Math Strategies in Classrooms and Lesson Plans that are aligned to the standard

Person or Persons Responsible

Administration and Instructional Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Student Portfolios and CGA data

G3. The percent of students scoring Level 3 on FCAT READING will increase from 26% (281) to 31% (334).

G3.B1 Student entering FCAT tested grades are reading below grade level. Students lack the comprehension needed to analyze literary and informational text. Students lack understanding in applying reading application strategies.

G3.B1.S1 Continue using the school wide Response to Intervention time that is built into our daily schedule to provide differentiation and remediation in our reading curriculum.

Action Step 1

Data from CGA and DAR testing results

Person or Persons Responsible

Classroom Teachers and ESE Teachers

Target Dates or Schedule

Ongoing weekly CPST meetings

Evidence of Completion

MTSS/RTI notebooks and student CGA test results

Facilitator:

Instructional Coach and District Reading Coach

Participants:

Reading Teachers

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

Review Lesson Plans and MTSS/RTI notebooks

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

CPST meeting notes and student work portfolios

Plan to Monitor Effectiveness of G3.B1.S1

Review Lesson Plans and MTSS/RTI notebooks

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly CPST meeting

Evidence of Completion

CPST meeting notes and student work portfolios

G3.B2 Students lack reading stamina and need more practice with independent reading. Students need to meet the school wide reading campaign goals.

G3.B2.S1 Students will participate in daily independent reading activities using appropriate leveled text and will be required to read at least 20 minutes at home.

Action Step 1

Use data from the CGA tests and monitor the students reading goal progress

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reader's Response Journals and Book Logs

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. The percentage of students scoring Level 4 or higher on FCAT WRITING will increase from 39.8% (70) in 2013 to 45% (79) in 2014.

G4.B1 Students need more explicit instruction in writing strategies that are aligned with the test. Students also need an increased emphasis on spelling, grammar and conventions.

G4.B1.S1 Teachers will conference with students to give more explicit instruction in writing strategies. Students will implement the writing process to edit/revise their writing.

Action Step 1

Analyze and compare data of district writing prompts

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student portfolio evidence of improved writing and writing conference notes

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

Review of student writing portfolios and classroom walk-throughs

Person or Persons Responsible

Instructional Coach and Administrators

Target Dates or Schedule

Weekly monitoring

Evidence of Completion

Updated Student Portfolios

Plan to Monitor Effectiveness of G4.B1.S1

Classroom walk through and student portfolio evidence

Person or Persons Responsible

Instructional Coach and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Updated Student Portfolios and District Writing Prompt Data

G5. 80% of students will score at a Level 3 or higher on the 2014 FCAT SCIENCE test

G5.B1 Students entering the 5th grade lack knowledge of the Scientific Method

G5.B1.S1 Consistently use interactive science student books and hands-on analysis of lab experiences through the science journals. This will allow students to understand misconceptions.

Action Step 1

Students will be instructed and have ample opportunities to accurately read and analyze data tables and draw conclusions through performance tasks and progress monitoring assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Data results from CGAs and classroom assessments

Facilitator:

Participants:

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

Conduct Focus Walks and monitor the use of the students interactive journals

Person or Persons Responsible

Instructional Coach and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data and Student Portfolios

Plan to Monitor Effectiveness of G5.B1.S1

Conduct Focus Walks and monitor the use of the students interactive journals

Person or Persons Responsible

Instructional Coach and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data and Student Portfolios

G6. Maintain the number of referrals for the 2013-2014 school year at .03% (31)

G6.B1 Lack of consistency when monitoring and reinforcing the school wide rules and procedures in common areas

G6.B1.S1 Conduct monthly Foundations Meetings, in which one member from each grade level will attend. Review rules and procedures and data to determine problem areas and possible solutions

Action Step 1

Post rules and procedures in common areas and classrooms. Reward the students that show appropriate behaviors.

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Foundations Data

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

Monitor student behaviors in common areas.

Person or Persons Responsible

Foundations Team

Target Dates or Schedule

Weekly

Evidence of Completion

Foundations Data

Plan to Monitor Effectiveness of G6.B1.S1

Student behavior in common areas

Person or Persons Responsible

Foundations Team

Target Dates or Schedule

Weekly

Evidence of Completion

Foundations Data

G6.B2 Student internal motivation to complete assignments and submit homework is inconsistent

G6.B2.S1 Have students keep data folders and track their own progress and conduct regular data chats with students to help students monitor their own process and become responsible for their learning outcome.

Action Step 1

Have students participate and lead goals setting data chats with parents and teachers to highlight their strengths and areas of growth.

Person or Persons Responsible

Classroom Teachers and Academic Awareness Team

Target Dates or Schedule

Monthly

Evidence of Completion

Student Data Chat records in the communication folder

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

Monitor student data chats in classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Student Data chat records

Plan to Monitor Effectiveness of G6.B2.S1

Monitor Student Assessment Data and Data Chat Records

Person or Persons Responsible

Instructional Coach and Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Student Assessment Data and Data Chat Records

G6.B3 Students lack clear understanding of appropriate social and classroom behaviors

G6.B3.S1 Students struggling with specific behaviors will check-in with the guidance counselor or Assistant Principal for behavioral interventions.

Action Step 1

Students that struggle with specific behaviors will meet with the guidance counselor and Assistant Principal for behavioral interventions

Person or Persons Responsible

Guidance Counselor or Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Genesis Data and the number of positive referrals will indicate appropriate behaviors displayed by the students

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

Meet to review data and determine effectiveness of interventions

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Genesis Data and the number of positive referrals will indicate appropriate behaviors displayed by the students

Plan to Monitor Effectiveness of G6.B3.S1

Monitor Genesis Data and the number of positive referrals

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Genesis Data

G7. Increase the number of school related STEM activities by 16% (20 of 25) from last years 64% (16 of 25) goal.

G7.B1 Students lack knowledge of the Scientific Method and higher level questioning

G7.B1.S1 Continue to teach using the 5E's method and use interactive Science journals daily to help increase student understanding. Allow children to work through aligned investigations to deepen their understanding and gain knowledge in the Scientific method.

Action Step 1

Follow aligned investigations in curriculum guides.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive journals and student portfolios.

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

Observe Aligned investigations in Science class.

Person or Persons Responsible

Administration and Academic Awareness Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive journals and Science CGA's

Plan to Monitor Effectiveness of G7.B1.S1

Evaluate the outcomes of aligned investigations.

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interactive Journals and Science CGA's

G7.B2 Lack of opportunities to integrate science experiences in school related functions/activities. Budget shortfalls prevent science presentations from outside vendors.

G7.B2.S1 Consistently use hands-on experiences and interactive science journals.

Action Step 1

Host a Learning Night that features a Science Station for families to learn about the Scientific Method. Introduce several fun activities that families can practice at home to help students become familiar with the Scientific Method.

Person or Persons Responsible

Classroom Teachers and Instructional Coach

Target Dates or Schedule

October 24

Evidence of Completion

Science CGA data results

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Observe classroom science experiments that will be shared on Learning Night

Person or Persons Responsible

Administration and Academic Awareness Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Interactive Science Journals

Plan to Monitor Effectiveness of G7.B2.S1

Observe student work samples

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Student science portfolios

G9. Increase the percentage of parental involvement from 52% (561) in 2013 t0 54% (617) in 2014.

G9.B1 New Berlin families need to be provided multiple opportunities to attend school scheduled events to gain a better understanding of the grade level curriculum.

G9.B1.S1 In order for NBS families to provide multiple opportunities to attend school wide events, administrators will hold one community school wide event per semester. In addition, administrators will provide parents the opportunity to attend quarterly curriculum events

Action Step 1

School Wide event

Person or Persons Responsible

School Administrators, Teachers and PTA Board.

Target Dates or Schedule

1 school wide event per semester

Evidence of Completion

Sign in Sheets

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

School wide event

Person or Persons Responsible

School Administrators, Teachers and PTA Board

Target Dates or Schedule

Before and at the beginning of a school wide event

Evidence of Completion

Collection of sign in sheets

Plan to Monitor Effectiveness of G9.B1.S1

Collection of sign in sheets

Person or Persons Responsible

Administration, Staff and Teachers

Target Dates or Schedule

During the beginning and at the end of the school wide event.

Evidence of Completion

Sign in Sheets from each activity parents participate in.

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.

G2. The percent of students scoring Level 3 on FCAT MATH will increase from 33%(182) in 2013 to 35%(193) in 2013.

G2.B1 Many students entering FCAT tested grades are working below grade level in math. These students have gaps in their foundation of mathematical concepts. They lack sufficient mathematical skills and understanding to be successful on grade level content.

G2.B1.S2 Have math teachers attend in-school professional development provided by the Math Lead Teacher and District Math Specialist on topics such as Differentiating Instruction, Common Core, Unpacking the Standards, Incorporating Rigor in the Math Curriculum/Text book and using learning strategies to help all students achieve proficiency.

PD Opportunity 1

Offer in-school professional development for teachers

Facilitator

District Math Specialist

Participants

Math Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Implementation of strategies in classroom

G3. The percent of students scoring Level 3 on FCAT READING will increase from 26% (281) to 31% (334).

G3.B1 Student entering FCAT tested grades are reading below grade level. Students lack the comprehension needed to analyze literary and informational text. Students lack understanding in applying reading application strategies.

G3.B1.S1 Continue using the school wide Response to Intervention time that is built into our daily schedule to provide differentiation and remediation in our reading curriculum.

PD Opportunity 1

Data from CGA and DAR testing results

Facilitator

Instructional Coach and District Reading Coach

Participants

Reading Teachers

Target Dates or Schedule

Ongoing weekly CPST meetings

Evidence of Completion

MTSS/RTI notebooks and student CGA test results

G5. 80% of students will score at a Level 3 or higher on the 2014 FCAT SCIENCE test

G5.B1 Students entering the 5th grade lack knowledge of the Scientific Method

G5.B1.S1 Consistently use interactive science student books and hands-on analysis of lab experiences through the science journals. This will allow students to understand misconceptions.

PD Opportunity 1

Students will be instructed and have ample opportunities to accurately read and analyze data tables and draw conclusions through performance tasks and progress monitoring assessments.

Facilitator

Participants

Target Dates or Schedule

Weekly

Evidence of Completion

Data results from CGAs and classroom assessments

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.

G2. The percent of students scoring Level 3 on FCAT MATH will increase from 33%(182) in 2013 to 35%(193) in 2013.

G2.B1 Many students entering FCAT tested grades are working below grade level in math. These students have gaps in their foundation of mathematical concepts. They lack sufficient mathematical skills and understanding to be successful on grade level content.

G2.B1.S2 Have math teachers attend in-school professional development provided by the Math Lead Teacher and District Math Specialist on topics such as Differentiating Instruction, Common Core, Unpacking the Standards, Incorporating Rigor in the Math Curriculum/Text book and using learning strategies to help all students achieve proficiency.

Action Step 1

Offer in-school professional development for teachers

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed