2013-2014 SCHOOL IMPROVEMENT PLAN

Sabal Palm Elementary School

1201 KERNAN BLVD N
Jacksonville, FL 32225
904-221-7169
http://www.duvalschools.org/spe

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	37%

Alternative/ESE Center	Charter School	Minority Rate
No	No	46%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	B	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
Sabal Palm Elementary School

Principal
Linda Graham

School Advisory Council chair
Dawn Gay

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

Name	Title
Linda Graham	Principal
Yvonne Spinner	Assistant Principal
Kathleen Herlihy	Assistant Principal
Kimberly Rowe	ESE Chairman and Teacher of Varying Exceptionalities
Leonore Gualano	Math Lead and Professional Development Facilitator
Tammy Haywood	Science Lead
Theresa Lanni	Reading Coach
Christine Malewicki	Guidance Counselor

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 membership is composed of administration, teachers, parents, educational support personnel and community stakeholders. SAC chair is Dawn Gay.
Linda Graham Principal
Kathleen Herlihy Assistant Principal
Christine Malewicki Teacher
Melinda Hester Parent
Dawn Gay Parent and Community Support
Brenda Dixon Educational Support
Angela Ward Parent

Angie Arrich Parent
Doug Balser Parent
Keila Herman Parent

Involvement of the SAC in the development of the SIP

The School Advisory Council is an active organization, which plays a vital role in the success of Sabal Palm. This organization provides parents, citizens, faculty, staff, and students an opportunity to participate in the development of educational priorities, assessment of school's needs, and identification of local resources.
SAC members assist in the preparation and evaluation of the school improvement plan and the preparation of the school budget.

Activities of the SAC for the upcoming school year

After a review of the traffic pattern at Sabal Palm, SAC provides ongoing guidance and ideas on ways to improve the parent parking lot in front of the school ("Flamingo Forest") to ensure the safety of students and visitors. Additional safety procedures and materials are being reviewed and discussed with feedback from SAC and PTA. The school works closely with the Duval County Public Schools Facilities Department to address the parking issues and identify solutions.
The School Advisory Council is constantly involved in community events to keep other stakeholders well-informed via SAC and PTA Meetings, PTA website/newsletter and the school newsletter. Other broad functions may include but are not limited to the following:
– initiate activities or programs that generate greater cooperation between the community and the school;
– assist in the development of educational goals and objectives.
– recommend various support services and resources.

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

No funding has been allocated for the 2013-2014 school year. However, SAC approves any roll-over balances to purchase school supplies and academic materials to support students and teachers.

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
3

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

Administrator Information:

Linda Graham		
Principal	Years as Administrator: 17	Years at Current School: 4

Credentials	Master's Degree: 1. Educational Leadership 2. Elementary Education B.S. Degree: Elementary Education Education
Performance Record	Sabal Palm Elementary Completed Year 1 of Principal Academy in the Leadership Institute Earned a school grade: "B" in 2013 Reading: 72% Math: 74% Writing: 60% Science: 66% Reading Gains: 62% Math Gains: 63% BQ Reading Gains: 51% BQ Math Gains:63% Earned a school grade: "A" in 2012, Reading: 72% Math: 73% Writing: 88% Science: 62% Reading Gains: 79% Math Gains: 71% BQ Reading Gains: 75% BQ Math Gains:76% Earned a school grade: "A" in 2011, but did not achieve AYP 2010-11 Reading: 87%, Math:91%, Writing: 81%, Science-70% Rdg. Gains: 69%, Math gains: 71%, BQ Rdg. Gains: 59%, BQ Math Gains: 72% AYP- 87%, Blacks, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; Economically Disadvantaged, Students with Disabilities did not make AYP in Math San Pablo Elementary School earned a school grade: "A", 10 consecutive years AYP 2010- Yes AYP 2009- Yes AYP 2008- No AYP 2007-Yes 2010, 5th grade students demonstrated steady gains in meeting high standards in

science, each year. (2007-49%, 2008-50%, 2009-67% 2010-73%)
2009, 97% of 4th grade students met high standards in writing, compared to only 56% in 2008.
2005, San Pablo was named as one of the top 100 schools (#75) in Florida based on the Florida School Accountability Report

Kathleen Herlihy		
Asst Principal	Years as Administrator: 5	Years at Current School: 3

Credentials	Certificated: School Principal Master's Degree- Educational Leadership, K-12 Educable Mentally Handicapped, K- 12 Specific Learning Disabilities, K-12 Elementary Education, K-6
Performance Record	Sabal Palm Elementary School: Earned a school grade: "B" in 2013 Reading: 72% Math: 74% Writing: 60% Science: 66% BQ Reading Gains: 51% BQ Math Gains:63% Earned a school grade: "A" in 2012, Reading: 72% Math: 73% Writing: 88% Science: 62% Reading Gains: 79% Math Gains: 71% BQ Reading Gains: 75% BQ Math Gains:76% Brookview Elementary School: Earned a school grade: "A" while serving as Assistant Principal at Brookview. 2011 Grades: Reading 80%; Math 86%; Writing 85%; Science 49% Reading Gains 68% Math Gains 65% BQ Reading Gains 68% BQ Math Gains 68% AYP 82%

Yvonne Spinner		
Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	B.S. Biology M.A. Educational Leadership Certificated: Biology (6-12) Chemistry (6-12) Educational Leadership (all levels) School Principal (all levels)
Performance Record	08/09 Mandarin HS: "A" Did not meet AYP 09/10 Sandalwood HS'A' Reading: 41% Math: 72% Writing: 84% Science: 51% Reading Gains: 47% Math Gains: 68% BQ Reading Gains: 44% BQ Math Gains: 60% 10/11 Sandalwood HS'B' Reading: 43% Math: 67% Writing: 88% Science: 46% Reading Gains: 51% Math Gains: 68% BQ Reading Gains: 49% BQ Math Gains: 52% 11/12 Sandalwood HS 'B' Reading: 49% Math: 57% Writing: 86% Science: Reading Gains: 63% Math Gains: 57% BQ Reading Gains: 71% BQ Math Gains: 87% 12/13 Sandalwood HS 'grade pending' Reading: 52% Math: 63% Writing: 62% Science: 70% Reading Gains: 65% Math Gains: 70% BQ Reading Gains: 67% BQ Math Gains: 76%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Theresa Lanni		
Full-time / School-based	Years as Coach: 3	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Degree: Bachelors of Art in Education Florida Certification in Elementary Education, grades 1-6 Reading Endorsed
Performance Record	23 years of experience in education: 1984-2007 Taught grades 1-5 2007-2009 Literacy coach and curriculum coordinator in Monroe, North Carolina 2010-2013 Instructional coach and 6th grade teacher-Northwestern Middle School in Duval County Public Schools. 2013-Present Reading Coach- Sabal Palm Elementary School

Classroom Teachers

# of classroom teachers

71

 # receiving effective rating or higher

68, 96%

 # Highly Qualified Teachers

93%

 # certified in-field

71, 100%

 # ESOL endorsed

44, 62%

 # reading endorsed

3, 4%

 # with advanced degrees

23, 32%

 # National Board Certified

5, 7%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

4, 6%

 # with 6-14 years of experience

67, 94%

 # with 15 or more years of experience

39, 55%

Education Paraprofessionals

# of paraprofessionals

15

 # Highly Qualified

15, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

23

 # receiving effective rating or higher

23, 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

Sabal Palm follows the district recruiting guidelines and goals in the DCPS Strategic Plan. (1) Mentors are assigned to support new teachers in the classroom setting. (2)Teachers are expected and encouraged to participate in professional development opportunities that will enhance professional growth and student achievement. (3) Administration conducts ongoing informal observations to support classroom instruction. (4) Teacher and students are provided with the essential tools and resources to meet the requirements of the Common Core Standards and students' individual needs.

Teacher Mentoring Program/Plan

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

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

Teachers are strategically assigned as mentors to new teachers up to two years. The principal and Professional Development Facilitator meet with the mentor and mentee on a regular basis and as needed to ensure that the mentee is receiving adequate and appropriate support to improve/increase student achievement as well as grow professionally. Some of the planned activities include but are not limited to the assisting with planning and delivery of lessons; analyzing student data; providing support with classroom management.

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 Leadership Team develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The plan is shared with School Advisory Council, Shared Decision-making Team and other stakeholders. Feedback is given and modifications are made, as needed.
The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team and
School will 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 academic interventions in the Response to Intervention process, which includes but is not limited to providing instruction and making mid-course adjustments based on student data. The data serve as indicators of areas needing improvements and are outlined in the School Improvement Plan for full implementation.

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

The team is responsible for reviewing universal screening data that link to instructional
decisions; reviewing progress monitoring data at the grade level and classroom levels to identify students who are meeting/exceeding benchmarks, and students who are moderate risk or at high risk for not meeting benchmarks for baseline assessments.
The team will also collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Grade level teams collaborate to discuss student progress and next steps. Teachers work together to determine areas of focus and create an academic intervention plan to support students. Grade level teams establish a system to observe their peers during common planning. The School Improvement Plan is a "living document" which is modified based on student performance.

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

•IOWA
•Diagnostic Assessment in Reading(DAR)
• Next Generation Sunshine State Standards
• National Common Core Standards
• FLKRS
• Comprehensive English Language Learning Assessment (CELLA)
• Florida Alternative Assessment (use Access Points identified for students with special needs from the Next Generation Sunshine State Standards)
• SESIR data from Genesis reports
• Foundations/Champs Programs (Behavioral Intervention Program)

- Second Step Anti-Bullying Curriculum
- Student work
- Promotion and Retention Tracking Form
- Progress report and Report card data
- Genesis Attendance Report

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

Administration will assist as needed by conducting teacher and parent meetings to discuss student progress and by monitoring student achievement. Program support will continue throughout the year with individual and small group instruction. Parent conferences will be conducted to discuss student progress and interpret student data from district/state assessments.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 0

Teachers, voluntarily, offer tutoring to their students before and/or after school. Tutorial sessions occur at the school site and at two off-site locations which have been provided by the managers/owners of two local apartment complexes where our students reside. Participation is based on the students' academic needs as identified through data analysis. Teachers identify goals and collaborate with their colleagues to develop effective learning strategies that will enhance student success during this tutorial program. Attendance in tutoring either before and after school varies due to individual circumstances. Participation depends on transportation.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Teachers maintain data notebooks in which they collect individual student data. Once collected, teachers analyze the data based on achievement of goals and/or progress towards meeting the instructional standards. Groups are set up based on needs. Teachers collaborate with their colleagues to establish groups that will meet the needs of their learners. Data collection is ongoing, throughout the tutoring cycle and is analyzed to monitor the effectiveness of teacher instruction and progress of their students. New groups are formulated and students move in and out of the groups based on individual student growth, progress and needs.

Who is responsible for monitoring implementation of this strategy?

The classroom teacher and the Leadership Team determine the effectiveness of the safety nets through student conferences, principal's observations, review of student work, progress reports and assessments. Student progress is monitored closely, especially for those students who have a Progress Monitoring Plan.

Literacy Leadership Team (LLT)

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

Name	Title
Linda Graham	Principal
Yvonne Spinner	Assistant Principal
Kathleen Herlihy	Assistant Principal
Jane Crews	Kindergarten Teacher
Vicki Scott	First grade Teacher
Amy Taras-Clay	Second grade Teacher
Victoria Nichols	3rd grade ELA Lead Teacher
Mary Bryan	4th grade ELA Teacher
Sherrie Bell	5th grade ELA Teacher

How the school-based LLT functions

The Literacy Leadership Team meets bi-monthly to discuss district and state initiatives. Plans are developed to support these initiatives. In addition, the team attends training and meets with administration to discuss roll-out and implementation. The team is also responsible for grade level training, when applicable. On a regular basis, specific individual request for assistance will be provided by the reading coach, district specialist, and administration.

Major initiatives of the LLT

• Provide academic support with new curriculum, assessments, and programs.
• Determine strategies for improving student performance using data driven instruction from various assessments: IOWA, DAR, etc.
• Assist with disaggregating and understanding student data.
• Assist with Professional Development for grade levels and vertical teams.
• Collaborate with their grade level teams during common planning times.

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

The teachers administer a statewide assessment, the Florida Kindergarten Readiness Screener, (FLKRS) and the Florida Assessment for Instruction in Reading, (FAIR) upon the students' entry into kindergarten. The results of these assessments help teachers to determine student readiness for school and areas of instructional need. Additionally, those students who score low on the FLKRS assessment are also given the Developmental Assessment of Reading (DAR) which identifies specific areas of need. This data help to determine instructional goals and Tier II Interventions. This tailored instructional support assists each student in making satisfactory progress during their kindergarten year. Additionally, our school holds two parent informational sessions (Parent Orientation and Open House) at the beginning of the school year to help the parents understand the expectations for student achievement.

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	75%	72%	No	78%
American Indian				
Asian	69%	78%	Yes	72%
Black/African American	63%	55%	No	66%
Hispanic	66%	74%	Yes	69%
White	83%	79%	No	84%
English language learners	63%	54%	No	66%
Students with disabilities	53%	44%	No	57%
Economically disadvantaged	63%	61%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	157	31%	35%
Students scoring at or above Achievement Level 4	206	41%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		20%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	200	62%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	41	51%	60%

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)	12	63%	65%
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]*		35%
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]*		39%

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	97	60%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		52%

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	79%	74%	No	81%
American Indian				
Asian	84%	81%	No	86%
Black/African American	63%	60%	No	66%
Hispanic	71%	72%	Yes	74%
White	87%	80%	No	88%
English language learners	70%	62%	No	73%
Students with disabilities	64%	50%	No	68%
Economically disadvantaged	67%	60%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	34%	38%
Students scoring at or above Achievement Level 4	200	40%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		55%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	203	63%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	51	63%	65%

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	102	65%	68%
Students scoring at or above Achievement Level 4	60	38%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		66%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		33%

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	75	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	32	0%	0%
Students who are not proficient in reading by third grade	11	0%	0%
Students who receive two or more behavior referrals	2	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	0%	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

Strive to increase the percentage of volunteer hours for parents, families, and the community through continuous and effective communications via school newsletters, phone calls, and parental involvement in various school events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of volunteer hours for parental involvement by 10% (9185)..	8350	81%	91%

Area 10: Additional Targets

Additional targets for the school

Safety is a school priority. Our goal is to provide a safe and civil learning environment for students and staff. Several measures have been put into place and discussed with teachers, staff, parents, and stakeholders. The School Advisory Council and PTA Board work closely with school administration to assist with the purchase of essential supplies, equipment, essential support personnel. These organizations also provide valuable input to support the school's safety program. For example, PTA sponsored CPR Training for members of the school staff.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the amount of adult supervision in the cafeteria, during lunch (1:343)..	3	>1%	1%

Goals Summary

G1. Area 1. Reading: Increase the percentage of students who demonstrate proficiency on district/state reading assessments in grades 3-5 who score a 3.0 or higher on FCAT 2.0 and a 3.5 or higher in writing.

G2. Area 1: Increase the percentage of students who make learning gains and show improvements in the bottom quartile on FCAT 2.0 reading and writing.

G3. Area 3. Mathematics and Science: Increase the percentage of students who show proficiency on district and state assessments and who make learning gains and demonstrate improvements in the bottom quartile on FCAT 2.0.

G4. Area 4: Science See Mathematics goals that support science.

Goals Detail

G1. Area 1. Reading: Increase the percentage of students who demonstrate proficiency on district/state reading assessments in grades 3-5 who score a 3.0 or higher on FCAT 2.0 and a 3.5 or higher in writing.

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

Resources Available to Support the Goal
- Professional Development opportunities
- Common Planning Time (voluntary)
- New curriculum materials and assessments
- Instructional reading coach
- District Reading Specialist
- Use of community facilities to support school's tutorial program.

Targeted Barriers to Achieving the Goal
- Implementation of Common Core State Standards, new district curriculum and assessments
- Release time for teacher collaboration
- Limited time to deliver instruction during assessment periods

Plan to Monitor Progress Toward the Goal

Use baseline assessments and quarterly curriculum guide assessments to determine individual and small group instruction.

Person or Persons Responsible

Classroom teachers Instructional reading coach- Thersa Lanni Principal- Linda Graham Assistant Principals- Kathleen Herlihy and Yvonne Spinner

Target Dates or Schedule:

September 2013- May 2014

Evidence of Completion:

Student work, performance on end of quarter assessments, and teacher-made assessments

G2. Area 1: Increase the percentage of students who make learning gains and show improvements in the bottom quartile on FCAT 2.0 reading and writing.

Targets Supported

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

- Writing

Resources Available to Support the Goal

- Common planning time (Voluntary)

- Reading Coach and District Reading Specialist

- Professional development opportunities

- New curriculum materials and assessments

- Use of community facilities to support school's tutorial program.

Targeted Barriers to Achieving the Goal

- Timely access to review student assessment results.

- Demographic changes in the population which includes many students working below grade level.

Plan to Monitor Progress Toward the Goal

Use baseline assessments and quarterly curriculum guide assessments to determine student progress.

Person or Persons Responsible

Classroom Teachers Reading Coach District Specialist School Administrators

Target Dates or Schedule:

September 2013 - May 2014

Evidence of Completion:

Teacher-made assessments, District Curriculum Guide Assessments, State assessments (FCAT, FLKRS)

G3. Area 3. Mathematics and Science: Increase the percentage of students who show proficiency on district and state assessments and who make learning gains and demonstrate improvements in the bottom quartile on FCAT 2.0.

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)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Pearson En-Vision Math Textbooks: Will support 60 minute core instruction for K-5

- Explorer Learning Gizmo's: Interactive virtual lab for whole group or small group instruction or centers

- Curriculum Associate I-Ready Math: Provides diagnostic skill level evaluation aligned with the Common Core Standards. Provides specialized online intervention curriculum for K-2 students.

- Curriculum Associate I-Ready Math Ready Common Core Workbooks: Supports Tier II intervention in mathematics based on diagnostic assessment for small group instruction and center rotations.

- Explore Learning Reflex Math: Computer based Fact automaticity program for center rotations and home learning.

- Pearson SuccessMaker: Computer based program for Tier II interventions during center rotation or small group instruction.

- Pearson En-Vision CCSS Reteach workbooks: Provides addition Tier II instruction for centers or small group instruction

- Math Investigations Student Activity Books: Home Learning and practice support for 60 minute core instruction.

- Use of community facilities to support school's tutorial program.

Targeted Barriers to Achieving the Goal

- Teacher knowledge of available support strategies and new curriculum materials for instruction.

- Timely access to student data to plan effective differentiated instruction lessons.

- Teacher understanding and familiarity with both the core and extension lesson found in both En-Visions and Math Investigations.

- Teacher understanding and familiarity with the use of technology to assist with targeted instruction.

- Teacher understanding and familiarity of Access Points attributes to define and enhance instruction for students at the supported and independent level.

Plan to Monitor Progress Toward the Goal

Collect data from various assessments to track student performance and determine next steps.

Person or Persons Responsible
Principal- Linda Graham

Target Dates or Schedule:
Mid-term of each grading period thru June 2014

Evidence of Completion:
Student Data Tracking Forms

G4. Area 4: Science See Mathematics goals that support science.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

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

G1. Area 1. Reading: Increase the percentage of students who demonstrate proficiency on district/state reading assessments in grades 3-5 who score a 3.0 or higher on FCAT 2.0 and a 3.5 or higher in writing.

G1.B1 Implementation of Common Core State Standards, new district curriculum and assessments

G1.B1.S1 Instruct teachers on aligning lessons with Common Core Standards or new district curriculum and setting and communicating a purpose for learning and learning goals for each lesson.

Action Step 1

Ensure that teacher lessons are aligned with a course standard or benchmark and to district curriculum guide.

Person or Persons Responsible

Reading Coach School Administrators District Reading Specialists

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Walk-through observations, lesson plans, student work, common planning minutes

Facilitator:

Principal- Linda Graham

Participants:

Classroom Teachers

Action Step 2

Provide teacher training on Gradual Release of Responsibility Model including relating to learning goals/essential questions.

Person or Persons Responsible

Reading Coach District Specialists School Administrators

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Walk-through observations, lesson plans, student work

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

The coaching cycle, professional development opportunities, and administrative feedback will provide support for instructing teachers on new curriculum.

Person or Persons Responsible

Reading Coach District Specialist School Administrators

Target Dates or Schedule

September 2014 - May 2014

Evidence of Completion

Walk-through observations, lesson plans, CAST Observations, Coaching Cycle reports

Plan to Monitor Effectiveness of G1.B1.S1

Teacher lesson plans will be evaluated for implementation and alignment of Common Core Standards or district curriculum. Student data will reviewed for growth and success towards standards.

Person or Persons Responsible

Reading Coach District Specialist School Administrators

Target Dates or Schedule

September 2013 - May 2014, quarterly assessments will be done to evaluate periodic progress.

Evidence of Completion

Teacher lesson plan books, student test scores (classroom assessments, District CGA's, and DAR), Classroom walk-throughs, quarterly Curriculum Reviews.

G1.B1.S2 Familiarize teachers with high yield instructional strategies.

Action Step 1

Teachers will gain knowledge of implementing the Common Board Configuration daily, in kid friendly terms so that students are aware of the goals and objectives to focus and refocus student learning.

Person or Persons Responsible

Classroom Teachers Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Classrooms Walk-through, student conversations, location of student board configuration

Action Step 2

Teachers will implement the Gradual Release of Responsibility Model, utilizing the explicit instruction portion of the lesson to connect instructional objectives and goals to student background knowledge, interests, and personal goals.

Person or Persons Responsible

Classroom Teachers Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Classrooms Walk-through, student conversations, location of student board configuration

Plan to Monitor Fidelity of Implementation of G1.B1.S2

The coaching cycle, professional development opportunities, and administrative feedback will provide support for instructing teachers on the Gradual Release of Responsibility model.

Person or Persons Responsible

Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Classroom walkthroughs, student conversations, CAST observations, evidence of center rotation, coaching cycle reports.

Plan to Monitor Effectiveness of G1.B1.S2

Teacher lesson plans will be evaluated for implementation of Gradual Release of Responsibility. Student grouping based on data from informal assessments will be evident.

Person or Persons Responsible

Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Teach lesson plan books, Student grouping data, CAST observations

G1.B2 Release time for teacher collaboration

G1.B2.S1 Restructure the school master schedule to provide each grade level time off during the resource period for voluntary collaboration

Action Step 1

Plan master schedule to afford similar planning time to each grade level for voluntary collaboration.

Person or Persons Responsible

School Administrators

Target Dates or Schedule

August, 2013

Evidence of Completion

School Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1

School Master Schedule will reviewed to ensure each grade level has the same resource time.

Person or Persons Responsible

School Administrators

Target Dates or Schedule

August, 2013

Evidence of Completion

School Master Schedule

Plan to Monitor Effectiveness of G1.B2.S1

Grade level data including common planning agendas, common lesson plans and reading coach logs illustrating teacher utilization of available time.

Person or Persons Responsible

Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Common planning agendas, grade level common assignments, lesson plans, coaches logs and notes.

G1.B2.S2 Provide time off during the school day for team collaboration (TDE assignments).

Action Step 1

Schedule grade/team level release time for teacher collaboration and planning (TDE).

Person or Persons Responsible

Grade level/Team Chairpersons Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014, Biannually

Evidence of Completion

Collaboration agenda, common assessments, lesson plans, coaches notes

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Reading coach will facilitate common planning agenda for release time to ensure teacher focus and efficacy.

Person or Persons Responsible

Reading Coach District Specialist School Administrator

Target Dates or Schedule

September, 2013 - May 2014, Biannually

Evidence of Completion

Coaches notes, teacher feedback, administrative walk-through

Plan to Monitor Effectiveness of G1.B2.S2

Teacher plans and assessments are substantial and reflect high quality collaboration. Student data and student work reveal carefully and strategically planned instruction.

Person or Persons Responsible

Teachers Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Teacher survey, student work and learning, coaches log, classroom walk-through

G1.B3 Limited time to deliver instruction during assessment periods

G1.B3.S1 Utilization of center rotations to provide targeted differentiated instruction for students.Small groups are flexible and change with content, project and assessments.

Action Step 1

Identify and use model classrooms to demonstrate effective use of differentiated instruction.

Person or Persons Responsible

Grade level chairpersons Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Teacher feedback form, coaches log, anecdotal walk-though notes

Facilitator:

Reading Coach- Theresa Lanni

Participants:

Classroom Teachers

Action Step 2

Analyze student work and progress monitoring assessments to plan for instruction and flexible student groups.

Person or Persons Responsible

Classroom teachers Reading Coach- Theresa Lanni

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Student data, student grouping charts, differentiated assignment in centers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Reading coach and school administrators will utilize the coaching cycle to provide assistance and resources for differentiating and student grouping.

Person or Persons Responsible

Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Coaching cycle notes, coaches log, classroom walk-through, teacher support feedback form, student grouping documentation, and evidence of differentiation in lesson plans.

Plan to Monitor Effectiveness of G1.B3.S1

Collection of student data and assessments will be evaluated to determine the effectiveness of center rotations and differentiation.

Person or Persons Responsible

Classroom Teachers Reading Coach- Theresa Lanni

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Student data, student grouping charts, classroom walk-throughs, lesson plans

G2. Area 1: Increase the percentage of students who make learning gains and show improvements in the bottom quartile on FCAT 2.0 reading and writing.

G2.B1 Timely access to review student assessment results.

G2.B1.S1 Identify and utilize technology programs to evaluate and disaggregate student data including the use of Insight, Inform, TTS, and SuccessMaker

Action Step 1

Provide teacher training time during early dismissal to instruct teachers on the use of Insight, Inform, TTS, and SuccessMaker.

Person or Persons Responsible

Lead Teachers Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Teacher feedback form, Teacher data notebooks, Student grouping data

Facilitator:

Reading Coach District Specialist School Administrators

Participants:

Classroom teachers

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

Resources (including technology access, power-point, agenda, and teacher's guide) will be provided for early dismissal training to ensure fidelity of implementation. All materials will be reviewed by the Literacy Leadership Team (LLT) prior to training.

Person or Persons Responsible

Literacy Leadership Team Reading Coach District Specialist School Administrators

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Teacher feedback form, agenda, teacher data notebooks, lesson plan

Plan to Monitor Effectiveness of G2.B1.S1

Student Performance on various district/state assessments (FCAT, IOWA, Curriculum Guide Assessments)

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Lesson Plans Student journals Progress reports Report cards

G2.B2 Demographic changes in the population which includes many students working below grade level.

G2.B2.S1 Plan targeted interventions for students not responding to core instruction and supplemental instruction using the problem solving process.

Action Step 1

Implementation of Response to Intervention instruction for small groups, during the reading cycle and during after school tutoring in community selected facilities.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

October 2013-June 2014

Evidence of Completion

Tracking Logs of student performance Student work Progress reports Report cards Data Notebook Attendance Register Student participation in after-school tutorial program

Facilitator:

Reading Coach- Theresa Lanni

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Conduct classroom observations and walk-throughs Review lesson plans and student work Engage in "accountable" talk with students about their work.

Person or Persons Responsible

Principal- Linda Graham Assistant principals- Yvonne Spinner and Kathleen Herlihy

Target Dates or Schedule

Mid-term of each grading period

Evidence of Completion

Student work Progress reports Report cards

Plan to Monitor Effectiveness of G2.B2.S1

Student performance on Baseline Assessment Data, Curriculum Guide Assessments

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Beginning in September 2013 and at the end of each grading period.

Evidence of Completion

Data Tracking Form Progress Reports Report Cards Student Portfolios

G3. Area 3. Mathematics and Science: Increase the percentage of students who show proficiency on district and state assessments and who make learning gains and demonstrate improvements in the bottom quartile on FCAT 2.0.

G3.B1 Teacher knowledge of available support strategies and new curriculum materials for instruction.

G3.B1.S1 Implement core curriculum for math and science with fidelity.

Action Step 1

Conduct regular classroom observations.

Person or Persons Responsible

Principal- Linda Graham Assistant Principals- Yvonne Spinner and Kathleen Herlihy

Target Dates or Schedule

October 2013-May 2014

Evidence of Completion

Lesson Plans, Data Notebooks, Student work, CAST Evaluations

Facilitator:

Principal- Linda Graham

Participants:

Classroom Teachers

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

Classroom visits to observe delivery of lessons, review of student work and performance on diagnostic tests and assessments.

Person or Persons Responsible

Principal- Linda Graham Assistant Principals- Yvonne Spinner and Kathleen Herlihy

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

Student Tracking Form Teacher Data Notebook Student Work District Grade Portal of student performance

Plan to Monitor Effectiveness of G3.B1.S1

Student performance on assessments will be collected and analyzed to determine next steps for instruction in math and science.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

Teacher Data Logs Student Tracking Form Progress Reports Report Cards

G3.B1.S2 Implement extended lessons found in both curriculum but differentiate instruction to meet the varying needs and of students.

Action Step 1

Collaborate with teachers about delivery methods for instruction, student work, and next steps.

Person or Persons Responsible

Math Lead: Leonore Gualano Principal- Linda Graham Assistant Principals- Yvonne Spinner and Kathleen Herlihy

Target Dates or Schedule

Common Planning Time and/or regular grade level meetings September 2013-June 2014

Evidence of Completion

Student work, student assessment data results, lesson plans

Facilitator:

Math Lead- Leonore Gualano District math specialist- Rick Pinchot

Participants:

Math teachers

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

Observe the delivery of instruction and review student work in math and science journals to determine students' understanding of concepts and skills.

Person or Persons Responsible

Math and Science Leads Principal- Linda Graham Assistant Principals- Yvonne Spinner and Kathleen Herlihy

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Student performance on progress reports, report cards and assessment data

Plan to Monitor Effectiveness of G3.B1.S2

Assessment Data from the IOWA (baseline assessment), DAR, Curriculum Guide Assessments, FLKRS, FCAT 2.0 and teacher-made assessments will determine which academic skills will need to be addressed for individual students in math and science.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Mid-term and end of each grading period

Evidence of Completion

Student Tracking form Teacher Data Notebook Review of District Grade Portal

G3.B2 Timely access to student data to plan effective differentiated instruction lessons.

G3.B2.S1 Analyze and compare 2013 FCAT 2.0 data and baseline assessments in order to plan effective tutorial sessions for students, after school.

Action Step 1

Create a timeline to disaggregate and discuss student data.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September 2013- May 2014

Evidence of Completion

Student Performance on district and state assessments Progress Reports Report Cards Teacher's Data Notebook Student participation in after school tutorial sessions in community selected facilities.

Facilitator:

Principal- Linda Graham

Participants:

Classroom Teachers

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

Conduct regular classroom visitations to review student work and collaborate with students.

Person or Persons Responsible

Principal- Linda Graham Assistant Principals- Yvonne Spinner and Kathleen Herlihy

Target Dates or Schedule

October 2013-June 2014

Evidence of Completion

Student journals Progress reports Report cards Data chats with teachers Attendance in off-site tutorial facility

Plan to Monitor Effectiveness of G3.B2.S1

Use Baseline assessment data to drive instruction, which is based on student performance.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

School-wide data collection forms Student portfolios District grade portal Progress Reports

G3.B2.S2 Analyze student work across the grade levels to determine similarities in the standards.

Action Step 1

Use baseline assessments and diagnostics to determine areas of academic needs for students who are not meeting the proficiency level in math and science.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

Student journals and portfolios Teacher Data Notebook Teacher-made tests Progress Reports and report cards Lesson Plans Classroom Observations

Facilitator:

District Math Specialists and school-based math leads

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Conduct classroom visits and collaborate with teachers Data Chats Teacher participation in common planning and Early Release Training Release time for vertical team planning

Person or Persons Responsible

Principal- Linda Graham

Target Dates or Schedule

October 2013- June 2014

Evidence of Completion

Teacher Data Notebooks Lesson Plans Student Data Tracking forms

Plan to Monitor Effectiveness of G3.B2.S2

Use baseline assessments and diagnostics to chart proficiency levels in math and science. Implement core curriculum and Response to Intervention strategies to drive instruction and assess student progress.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

Student work Progress reports Report cards

G3.B3 Teacher understanding and familiarity with both the core and extension lesson found in both En-Visions and Math Investigations.

G3.B3.S1 Implement release time for teachers to receive training and plan together on grade level.

Action Step 1

Provide opportunities for instructional support training through the district math and science specialists: during early release, faculty and grade level meetings.

Person or Persons Responsible

Lead Math/Science teacher Assistant Principal

Target Dates or Schedule

September, 2013 - May, 2014, monthly

Evidence of Completion

Meeting notes, early dismissal agendas, curriculum materials, classroom walk-thoughs

Facilitator:

Leonore Gualano- Lead Math/Science teacher Tammy Haywood- Lead Math/Science teacher Rick Pinchot- District Math Specialist Candace Glover- District Science Specialist

Participants:

Classroom Teachers

Action Step 2

Lead math/science teacher(s) and assistant principal will attend district-based coaching meetings.

Person or Persons Responsible

Leonore Gualano- Lead Math/Science teacher Tammy Haywood- Lead Math/Science teacher Yvonne Spinner- Assistant Principal

Target Dates or Schedule

September, 2013 - May, 2014, monthly

Evidence of Completion

Meeting notes, agendas, curriculum materials, student work

Facilitator:

Rick Pinchot- District Math Specialist Candace Glover- District Science Specialist

Participants:

Leonore Gualano- Lead Math/Science teacher Tammy Haywood- Lead Math/Science teacher

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Lead math/science teacher and assistant principal will provide minutes from monthly coaching meetings and early dismissal trainings.

Person or Persons Responsible

Lead Math/Science teacher Assistant Principal

Target Dates or Schedule

September, 2013 - May, 2014, monthly

Evidence of Completion

Agendas, meeting notes, classroom walkthrough

Plan to Monitor Effectiveness of G3.B3.S1

Lead math/science teachers and assistant principal will collect teacher feedback forms on training and instruction. Lead math/science teacher and assistant principal will collect walk-through data to evaluate effectiveness of implementation of strategies and content from early dismissal training.

Person or Persons Responsible

Lead Math/Science Teacher Assistant Principal

Target Dates or Schedule

September, 2013 - May 2014

Evidence of Completion

Teacher feedback form, CAST observations

G3.B4 Teacher understanding and familiarity with the use of technology to assist with targeted instruction.

G3.B4.S1 Provide support and training for technology based programs including I-Ready, Gizmos, SuccessMaker, FCAT Explorer, Insight, and Inform to provide targeted instruction and systematic interventions.

Action Step 1

Lead math/science teacher and assistant principal will meet with math/science teachers during early release and grade level meetings to train teachers on how to utilize the new curriculum programs and assessments, effectively.

Person or Persons Responsible

Lead Math/Science Teacher - Leonore Gualano Assistant Principal - Yvonne Spinner

Target Dates or Schedule

Common Planning Time and/or regular grade level meetings, early dismissal days. September, 2013 May, 2014

Evidence of Completion

Student work, student assessment data results, lesson plans

Facilitator:

Lead Math/Science Teacher - Leonore Gualano Assistant Principal - Yvonne Spinner

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Observe the use of data and intervention programs in student groupings and center rotations for targeted interventions.

Person or Persons Responsible

Math/Science Lead Teacher: Leonore Gualano Principal- Linda Graham Assistant Principals- Yvonne Spinner and Kathleen Herlihy

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Lesson Plans, Data Notebooks, Student work, CAST Evaluations

Plan to Monitor Effectiveness of G3.B4.S1

Student performance will be analyzed to determine next steps for instruction.

Person or Persons Responsible

Principal- Linda Graham Assistant Principals- Yvonne Spinner and Kathleen Herlihy

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Teacher Feedback form, CAST Observations, Classroom walkthroughs, Quarterly Curriculum Reviews, Teacher Data Notebooks.

G3.B5 Teacher understanding and familiarity of Access Points attributes to define and enhance instruction for students at the supported and independent level.

G3.B5.S1 Teachers will work collaboratively to identify key elements of the Access Points curriculum and align instruction to match student needs.

Action Step 1

Provide collaborative time for ESE teachers to identify skills and activities that align with the Access points curriculum.

Person or Persons Responsible

CSS Site Coach - Renee Tomey Assistant Principals - Kathleen Herlihy and Yvonne Spinner

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Meeting agendas and notes, Student portfolios, Lesson plans, FAA data.

Facilitator:

CSS Site Coach - Renee Tomey

Participants:

ESE Teachers

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Review lesson plans and activities that structure learning to move students to the independent level and monitor student progress on a regular basis.

Person or Persons Responsible

CSS Site Coach - Renee Tomey Principal - Linda Graham Assistant Principals - Kathleen Herlihy and Yvonne Spinner

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Student data, Student Portfolios, Lesson plans, Classroom Walkthroughs, CAST observation data.

Plan to Monitor Effectiveness of G3.B5.S1

Focus walks and student data reviews will determine student growth and progress on Access points curriculum.

Person or Persons Responsible

CSS Site Coach - Renee Tomey Principal - Linda Graham Assistant Principals - Kathleen Herlihy and Yvonne Spinner

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Student data, Student Portfolios, Lesson plans, Classroom Walkthroughs, CAST observation data.

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. Area 1. Reading: Increase the percentage of students who demonstrate proficiency on district/state reading assessments in grades 3-5 who score a 3.0 or higher on FCAT 2.0 and a 3.5 or higher in writing.

G1.B1 Implementation of Common Core State Standards, new district curriculum and assessments

G1.B1.S1 Instruct teachers on aligning lessons with Common Core Standards or new district curriculum and setting and communicating a purpose for learning and learning goals for each lesson.

PD Opportunity 1

Ensure that teacher lessons are aligned with a course standard or benchmark and to district curriculum guide.

Facilitator

Principal- Linda Graham

Participants

Classroom Teachers

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Walk-through observations, lesson plans, student work, common planning minutes

G1.B3 Limited time to deliver instruction during assessment periods

G1.B3.S1 Utilization of center rotations to provide targeted differentiated instruction for students.Small groups are flexible and change with content, project and assessments.

PD Opportunity 1

Identify and use model classrooms to demonstrate effective use of differentiated instruction.

Facilitator

Reading Coach- Theresa Lanni

Participants

Classroom Teachers

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Teacher feedback form, coaches log, anecdotal walk-though notes

G2. Area 1: Increase the percentage of students who make learning gains and show improvements in the bottom quartile on FCAT 2.0 reading and writing.

G2.B1 Timely access to review student assessment results.

G2.B1.S1 Identify and utilize technology programs to evaluate and disaggregate student data including the use of Insight, Inform, TTS, and SuccessMaker

PD Opportunity 1

Provide teacher training time during early dismissal to instruct teachers on the use of Insight, Inform, TTS, and SuccessMaker.

Facilitator

Reading Coach District Specialist School Administrators

Participants

Classroom teachers

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Teacher feedback form, Teacher data notebooks, Student grouping data

G2.B2 Demographic changes in the population which includes many students working below grade level.

G2.B2.S1 Plan targeted interventions for students not responding to core instruction and supplemental instruction using the problem solving process.

PD Opportunity 1

Implementation of Response to Intervention instruction for small groups, during the reading cycle and during after school tutoring in community selected facilities.

Facilitator

Reading Coach- Theresa Lanni

Participants

Classroom Teachers

Target Dates or Schedule

October 2013-June 2014

Evidence of Completion

Tracking Logs of student performance Student work Progress reports Report cards Data Notebook Attendance Register Student participation in after-school tutorial program

G3. Area 3. Mathematics and Science: Increase the percentage of students who show proficiency on district and state assessments and who make learning gains and demonstrate improvements in the bottom quartile on FCAT 2.0.

G3.B1 Teacher knowledge of available support strategies and new curriculum materials for instruction.

G3.B1.S1 Implement core curriculum for math and science with fidelity.

PD Opportunity 1

Conduct regular classroom observations.

Facilitator

Principal- Linda Graham

Participants

Classroom Teachers

Target Dates or Schedule

October 2013-May 2014

Evidence of Completion

Lesson Plans, Data Notebooks, Student work, CAST Evaluations

G3.B1.S2 Implement extended lessons found in both curriculum but differentiate instruction to meet the varying needs and of students.

PD Opportunity 1

Collaborate with teachers about delivery methods for instruction, student work, and next steps.

Facilitator

Math Lead- Leonore Gualano District math specialist- Rick Pinchot

Participants

Math teachers

Target Dates or Schedule

Common Planning Time and/or regular grade level meetings September 2013-June 2014

Evidence of Completion

Student work, student assessment data results, lesson plans

G3.B2 Timely access to student data to plan effective differentiated instruction lessons.

G3.B2.S1 Analyze and compare 2013 FCAT 2.0 data and baseline assessments in order to plan effective tutorial sessions for students, after school.

PD Opportunity 1

Create a timeline to disaggregate and discuss student data.

Facilitator

Principal- Linda Graham

Participants

Classroom Teachers

Target Dates or Schedule

September 2013- May 2014

Evidence of Completion

Student Performance on district and state assessments Progress Reports Report Cards Teacher's Data Notebook Student participation in after school tutorial sessions in community selected facilities.

G3.B2.S2 Analyze student work across the grade levels to determine similarities in the standards.

PD Opportunity 1

Use baseline assessments and diagnostics to determine areas of academic needs for students who are not meeting the proficiency level in math and science.

Facilitator

District Math Specialists and school-based math leads

Participants

Classroom teachers

Target Dates or Schedule

September 2013- June 2014

Evidence of Completion

Student journals and portfolios Teacher Data Notebook Teacher-made tests Progress Reports and report cards Lesson Plans Classroom Observations

G3.B3 Teacher understanding and familiarity with both the core and extension lesson found in both En-Visions and Math Investigations.

G3.B3.S1 Implement release time for teachers to receive training and plan together on grade level.

PD Opportunity 1

Provide opportunities for instructional support training through the district math and science specialists: during early release, faculty and grade level meetings.

Facilitator

Leonore Gualano- Lead Math/Science teacher Tammy Haywood- Lead Math/Science teacher Rick Pinchot- District Math Specialist Candace Glover- District Science Specialist

Participants

Classroom Teachers

Target Dates or Schedule

September, 2013 - May, 2014, monthly

Evidence of Completion

Meeting notes, early dismissal agendas, curriculum materials, classroom walk-thoughs

PD Opportunity 2

Lead math/science teacher(s) and assistant principal will attend district-based coaching meetings.

Facilitator

Rick Pinchot- District Math Specialist Candace Glover- District Science Specialist

Participants

Leonore Gualano- Lead Math/Science teacher Tammy Haywood- Lead Math/Science teacher

Target Dates or Schedule

September, 2013 - May, 2014, monthly

Evidence of Completion

Meeting notes, agendas, curriculum materials, student work

G3.B4 Teacher understanding and familiarity with the use of technology to assist with targeted instruction.

G3.B4.S1 Provide support and training for technology based programs including I-Ready, Gizmos, SuccessMaker, FCAT Explorer, Insight, and Inform to provide targeted instruction and systematic interventions.

PD Opportunity 1

Lead math/science teacher and assistant principal will meet with math/science teachers during early release and grade level meetings to train teachers on how to utilize the new curriculum programs and assessments, effectively.

Facilitator

Lead Math/Science Teacher - Leonore Gualano Assistant Principal - Yvonne Spinner

Participants

Classroom Teachers

Target Dates or Schedule

Common Planning Time and/or regular grade level meetings, early dismissal days. September, 2013 May, 2014

Evidence of Completion

Student work, student assessment data results, lesson plans

G3.B5 Teacher understanding and familiarity of Access Points attributes to define and enhance instruction for students at the supported and independent level.

G3.B5.S1 Teachers will work collaboratively to identify key elements of the Access Points curriculum and align instruction to match student needs.

PD Opportunity 1

Provide collaborative time for ESE teachers to identify skills and activities that align with the Access points curriculum.

Facilitator

CSS Site Coach - Renee Tomey

Participants

ESE Teachers

Target Dates or Schedule

September, 2013 - May, 2014

Evidence of Completion

Meeting agendas and notes, Student portfolios, Lesson plans, FAA data.