2013-2014 SCHOOL IMPROVEMENT PLAN

Twin Lakes Academy Elementary School

8000 POINT MEADOWS DR
Jacksonville, FL 32256
904-538-0239
http://www.duvalschools.org/tlae

School Demographics

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

Alternative/ESE Center	Charter School	Minority Rate
No	No	62%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	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

Twin Lakes Academy Elem School

Principal

Deneisetres Robertson M

School Advisory Council chair

Barry Underwood

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

Name	Title
Deneisetres Robertson	Principal
Barry Underwood	SAC Chair
Becky Bernard	PTA President
Susan Beauchamp	DTU Rep
Hope Morgan	Reading Coach
Susan Price	Assistant Principal
Melissa Jankowski	Kindergarten Teacher
Michele Mauger	First Grade Teacher
Michelle Goethe	Second Grade Teacher
Judy Strumlauf	Third Grade Teacher
Korry VanWagoner	Fourth Grade Teacher
Benjamin Stradley	Fifth Grade Teacher
Angela Mullaney	Art Resource Teacher
Rexx Foglesong	ESE Teacher
Elena Martinez-Calderon	Paraprofessional

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

Minority Enrollment %
School 27.0
SAC 30.8
SAC Race/Ethnic % Group District Employees
White 6 46.2 Comm/Bus 2 3
Black 4 30.8 Parent 8 Not District Employees
Hispanic 0 0.0 Ed Support 1 10
Asian 3 23.1 Principal 1
Indian 0 0.0 Teacher 1
Mixed 0 0.0 Student 0
Total 13 Total 13
Barry Underwood White/Parent
Aaron Camino White/Parent
Robert Price Black/Parent
Joe Flask White/Parent
Keisha Sirmans Black/Parent
Cory Case White/Teacher
Denise Robertson Black/Principal
Lalita Potluri Asian/Parent
Terry Hashey White/Community/Business
Yellappa Adepu Asian/Parent
Janice Cheung Asian/Parent
Corrie Inman White/Educational Support
Orrin Mitchell Black/Community/Business

Involvement of the SAC in the development of the SIP

The initial SAC meeting of the school year involved a discussion concerning the previous year's performance on FCAT 2.0. All present participated in a roundtable brainstorming session to identify: trends, barriers, and general issues/concerns. This was followed by a session to brainstorm action steps to assist in the development of educational goals and objectives for the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will be involved in the following activities to support the school:
1. Assist in the preparation and monitoring of the school improvement plan.
2. Participate in planning and monitoring of school buildings and grounds.
3. Initiate activities or programs that generate greater cooperation between the community and the school (Mentoring Program; volunteering in the classroom)
4. Review the budget to be sure it is aligned with the School Improvement Plan
5. Attend and participate in Area wide and District level SAC meetings

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

Funds available for projects are limited. The funds available will be used for student awards and recognition purposes. The bulk of the funds will be used to match PTA funding for classroom libraries.

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:

Deneisetres Robertson M		
Principal	Years as Administrator: 7	Years at Current School: 6

Credentials	BS- Elementary Education, Loyola University New Orleans; Master of Science- Educational Administration and Supervision, Trevecca Nazarene College; Education Leadership (all levels) State of Florida; Level II Principal- State of Florida; Elementary Ed Grades 1-6 – State of Florida, and English for Speakers of Other Languages (ESOL) Endorsement – State of Florida
Performance Record	Principal of Twin Lakes Academy Elementary in 2012-2013: Grade: B , Reading Mastery: 71% , Math mastery: 61% , Science Mastery: 52%, Writing Mastery: 61% AMO Target Met for Reading; Declining in Math Principal of Twin Lakes Academy Elementary in 2011-2012: Grade: A , Reading Mastery: 67% , Math mastery: 68% , Science Mastery: 54%, Writing Mastery: 85% Principal of Twin Lakes Academy Elementary in 2010-2011: Grade: A , Reading Mastery: 83% , Math mastery: 83% , Science Mastery: 58%, Writing Mastery: 67% AYP: 92% Criteria Met No- African American in Reading No- Economically Disadvantaged in Reading and Math Principal of Twin Lakes Academy Elementary in 2009-2010: Grade: B , Reading Mastery: 80% , Math mastery: 81% , Science Mastery: 63%, Writing Mastery: 89% AYP: 90% Criteria Met No- African American in Reading and Math No- Economically Disadvantaged in Reading and Math Principal of Twin Lakes Academy Elementary in 2008-2009: Grade: A, Reading Mastery: 86%, Math mastery: 82%, Science Mastery: 53%. AYP: 100% Criteria Met Assistant Principal at Kernan Trail Elementary: 2007-2008: Grade A, Reading Mastery: 83%, Math Mastery 81%, Science Mastery: 50%. AYP: 92%, SWD did not make AYP.

Corrie Inman		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Bachelor of Science in Elementary Education. Master of Education in Educational Leadership & Admin. Certifications; Elementary, Primary, Gifted, Ed Leadership & National Board Certification (MCG).
Performance Record	100 % of students scoring in the 90 percentile range on the FAIR & CCSS Math at the end of the year for the last 3 years, 98% in the prior 2 years. Increased 4th grade Math gains by at least 1 level in 31% of the students between two classes.

Susan Price		
Asst Principal	Years as Administrator: 9	Years at Current School: 0

Credentials	Masters in Educational Leadership, 2001 Bachelor of Science in Mathematics Education, 1990 CERTIFICATION School Principal, all levels Educational Leadership, all levels Mathematics 6-12
Performance Record	Led in helping teachers develop effective lesson plans and assessments. • Led in showing teachers how to analyze data and use data to advance student skills and knowledge. • Performed focus walks in classrooms to ensure that teachers have a well managed classroom and provided teachers with feedback for growth. • Led in developing the Math Department in the FCIM process (re-teaching a lesson based on data and then reevaluating the students) • Evaluated teachers using the Collaborative Assessment System for Teachers and provided them with next steps in order to increase teacher and student performance

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Hope Morgan		
Full-time / School-based	Years as Coach: 0	Years at Current School: 10

Areas	Reading/Literacy
Credentials	Bachelor of Arts in Education: Special Education Elementary Education K-6 ESOL K-12 Specific Learning Disabilities K-12
Performance Record	Fifth Grade ELA Inclusion Teacher: • FCAT 2.0 2012-2013 Reading 71% scored 3 or higher; 30.7% of the class was ESE population (12 out of 39); 92% non-ESE/504 students scored 3 or higher; Co-teaching • FCAT 2.0 2011-2012 Reading 50 % scored 3 or higher in Inclusion classroom (Morgan Homeroom) with 33% of the class being ESE population and 29% male/black with behavior management plans in place; Team Teaching • FCAT 2.0 2011-2012 Reading 79% scored 3 or higher in Inclusion classroom (Perrin Homeroom) with 36.8% of the class being ESE population; Team Teaching

Classroom Teachers

# of classroom teachers
54

 # receiving effective rating or higher
50, 93%

 # Highly Qualified Teachers
91%

 # certified in-field
47, 87%

 # ESOL endorsed
34, 63%

 # reading endorsed
2, 4%

 # with advanced degrees
17, 31%

 # National Board Certified
2, 4%

 # first-year teachers
3, 6%

 # with 1-5 years of experience
9, 17%

 # with 6-14 years of experience

25, 46%

 # with 15 or more years of experience

17, 31%

Education Paraprofessionals

# of paraprofessionals

3

 # Highly Qualified

3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

1. Rigorous week long ramp up prior to the start of the new school year.
2. Partnering novice teachers with veteran staff
3. Bi-weekly professional development with our on-site instructional coach.
4. Instructional coach models instructional strategies and parallel teaches with the new hires to provide

in-depth, one-on-one professional development in the classroom.
5. Quarterly Continuous Learning Cycles
6. Common Planning with grade level mentor

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

PROFESSIONAL DEVELOPMENT FACILITATOR
The transformation of school sites into communities of learners has been effectively accomplished by having portions of Professional Development become school based. To accomplish this vision, a Professional
Development Facilitator was selected and endorsed by the School Improvement Team. This individual received training from the appropriate areas in Professional Development that prepared her to work with teachers in the Mentoring and Induction of Novice Teachers (MINT) Program and the Master In-service Plan. She serves as that integral liaison between the Professional Development Department and TLAE.
The Professional Development Twint Facilitator assumes two major roles in the school. She oversees and assists in the Mentoring and Induction of Novice Teachers (MINT) Program and serves as the school-site in-service liaison. In addition, the PDF assists in coordinating school improvement plans,

collaboratively designing professional development opportunities for colleagues based on identified school improvement objectives, and functions as a conduit of information on professional development opportunities.

TEACHER INDUCTION PROGRAM

The purpose of the Mentoring and Induction of Novice Teachers (MINT) Program is to provide a supportive, structured program that assists in teacher retention and fosters growth and commitment to excellence in teaching.

SELECTION CRITERIA FOR MENTOR

1. The mentor has a minimum of three (3) years experience.

2. The mentor is a highly skilled classroom teacher with high expectations for students.

3. The mentor is willing to be a part of the professional development of a new teacher, committing both time and energy in working with the new teacher.

4. Whenever possible, the mentor is at the same grade level/subject as the new teacher.

5. The mentor has been trained in Clinical Educator Training (CET) and the formative process of the Florida Performance Measurement System.

6. The mentor's classroom is located near the new teacher's classroom whenever possible.

At TLAE, the mentor meets with the new teacher weekly at scheduled times during the first semester. Following the first semester, they meet no less than once a month for the remainder of the school year. The mentor also attends the Mentoring and Induction of Novice Teachers (MINT) Program and mentor meetings. They observe the new teacher using the Collaborative Assessment for Teachers (CAST) Program and/or CET instrument within the designated timeline of the prescribed program. This way they are able to provide feedback, encouragement, and support.

Another role that the mentor has is to work with the new teacher with respect to the opening of school, open house, parent conferences, school policies and procedures, set up and management of the classroom, and plan for instruction and assessment. They visit the new teacher's classroom for the purpose of providing assistance, they maintain a log of all meetings with the new teacher, assist in the development of the new teacher's Action Plan, and advise the principal on the teacher's progress and assist in implementing the principal's requests.

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 MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets.

The identified students will be referred to the school-based MTSS Leadership Team.

The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY13-14 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
• FCAT2.0 scores and the lowest 25%
• AMO of Targeted subgroups
• Strengths and weaknesses of intensive programs
• Mentoring, tutoring, and other services.
The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

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

Continuous monitoring :
• Data (district assessments, teacher assessments, teacher anecdotal notes)
• Classroom best practices
• Surveys of teachers/students
• In-class support for teachers
• On-going professional development
• Planning for Results (targets set for AMOs- updated quarterly)
• Quarterly State of the School Reports

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

Baseline data:
• Florida Comprehensive Assessment Test (FCAT) 2.0
• Curriculum Based Measurement
• Duval County Benchmarks (CGAs)
• Duval County Timed Writing Assessments
• Diagnostic Assessment of Reading Assessment (DAR)
• Progress Monitoring and Reporting Network (PMRN)
• Comprehensive English Language Learning Assessment (CELLA)
• Office Discipline Referrals
• Retentions
• Absences
Midyear data:

-
- Diagnostic Reading Assessment (DRA2)
- Duval County Benchmarks (CGAs)
- Duval County Timed Writing Assessments
- Progress Monitoring and Reporting Network (PMRN)
End of year data:
- Florida Comprehensive Assessment Test (FCAT) 2.0
- FCAT Writes
- Diagnostic Assessment of Reading Assessment (DAR)
- Duval County Assessment (post tests)
Frequency of required Data Analysis and Action Planning Days:
- Once within a cycle of instruction (refer to appropriate focus calendar)

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

Professional development will be offered to RtI/Inclusion Facilitator by district staff during SY13-14.
The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:
- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.
In addition, MTSS/RtI learning will be job-embedded and occur during the following:
- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Study
- Lesson Study (Coaching Cycles)
Individual professional development will be provided to classroom teachers, as needed.

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: 900

Our objective, in relation to our School Improvement Plan, is to increase the achievement level for 4th and 5th grade students in Math and Reading in the following subgroups: White, Black/African American, Hispanic, and Economically Disadvantaged. These students did not meet the AMO requirements for their subgroups on the 2013 Florida Comprehensive Achievement Test 2.0 Math and Reading tests. In addition, these students have been identified as scoring Levels 1 and 2 in both reading and math and are currently on an individual Progress Monitoring Plans (PMPs). This Saturday school (3 hours, 3 certificated teachers, 12 weeks beginning January 12, 2014) will also be used to provide tutoring for 3rd grade students identified through DAR, i-Ready, and DCPS Curriculum Guide Assessments as being deficient in reading and math and scoring in the 0-50% Likelihood.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data will be collected through the use of:
1. Formative assessments
2. Portfolio assessment to analyze growth over time
3. Monitor student progress and keep ongoing communication with classroom teachers and parents.
4. Chart individual academic growth in skill areas and address those still needing remediation
5. Florida Achieves (FCAT Explorer)
6. Successmaker

Who is responsible for monitoring implementation of this strategy?

Employ three (3) certificated teachers to work after school with 4th and 5th grade students in small groups using a diversified skill-building curriculum that includes FCAT Simulator, FCAT Explorer, Math Navigator, FCIM (Florida Achieves), Xtra Math, and Reflex. In addition, they will also focus on reading comprehension strategies with leveled reading lessons and assessments.
Utilize materials and manipulatives to master basic math facts in addition, subtraction, multiplication, and division.
Short intensive remediation with specific emphasis on the Next Generation Sunshine State Standards -- remediation will be offered as an extended school day program prior to major testing (FCAT) –January 12- April 17, 2014
Monitoring will be conducted by Principal, Assistant Principals, Reading coach, and classroom teachers.

Literacy Leadership Team (LLT)

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

Name	Title
Cory Case	Chairperson (First Grade Teacher)
Jenna Janson	Co-Chair (First Grade Teacher)
Patricia Strain	Kindergarten Teacher
Allison McFerin	Second Grade Teacher

Name	Title
Allison Carpenter	Third Grade Teacher
Jennifer Smith	Fourth Grade Teacher
Meredith Thorpe	Fourth Grade Teacher
Holly Yourkovich	Fifth Grade Teacher
Karen Kobylarz	ESE Teacher
Nancy Rentz	Media Specialist

How the school-based LLT functions

In support of the district's reading goals and our school based reading goals, we have established a monthly vertical literacy team whose purpose is to review data and to assist us in aligning our school with the DCPS Comprehensive K-12 Reading Plan and the reading initiative: Read it Forward Jax!Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research
based strategies for supporting students in the core curriculum.
We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.

Major initiatives of the LLT

• Increased silent sustained reading
• Formal vocabulary instruction during Skills Block (K-5)
• School wide K-5 Reading intervention/enrichment time built into master schedule to provide for differentiation in the reading curriculum.
• Facilitate professional development (in-house) on unpacking reading standards at each grade level. Team will facilitate professional development on incorporating reading strategies utilizing Webb's Depth of Knowledge.
• School-wide focus on Targeted AMO subgroups that did not meet their targets in reading through before/after school tutoring.
• Sponsor and facilitate Literacy Family Fun Night and Read-a-thon Activities.
• Principal's Book Club (Grades 2-5), Literacy Coach's Book Club (Grades 2-5), and a Parents' Book Club each nine weeks

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

Kindergarten registration April-August. During registration process, parents are given information about the basic skills that students should be able to perform (i.e., tying shoes, dressing themselves). Students are provided with a gift bag containing crayons, scissors, and activity sheets. Parents and students are then given a tour of the school building with an emphasis on the kindergarten wing.
Kindergarten parents and students have their own extended Orientation day separate and apart from grades 1-5.

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	74%	71%	No	77%
American Indian				
Asian	86%	88%	Yes	87%
Black/African American	56%	60%	Yes	60%
Hispanic	72%	53%	No	75%
White	81%	79%	No	83%
English language learners	48%	37%	No	53%
Students with disabilities	46%	43%	No	51%
Economically disadvantaged	58%	51%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	336	70%	75%
Students scoring at or above Achievement Level 4	213	44%	49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	205	68%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	208	69%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	41	71%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	38%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	33	57%	60%

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	92	61%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	61%	No	77%
American Indian				
Asian	89%	89%	Yes	90%
Black/African American	62%	52%	No	66%
Hispanic	60%	45%	No	64%
White	79%	65%	No	81%
English language learners	48%	32%	No	53%
Students with disabilities	48%	51%	Yes	53%
Economically disadvantaged	60%	40%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	286	59%	64%
Students scoring at or above Achievement Level 4	136	28%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	145	48%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	109	36%	40%

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	52%	57%
Students scoring at or above Achievement Level 4	32	21%	26%

Florida Alternate Assessment (FAA)

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

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	4	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	13	1%	1%
Students who are not proficient in reading by third grade	7	4%	2%
Students who receive two or more behavior referrals	8	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

1. Increase parent attendance at all parent night activities.
2. Schedule PTA Board and SAC meetings during the evening to increase parent participation and attendance.
3. Host district Parent Academy (October 29th)- facilitated by our faculty

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent attendance at all parent night activities	826	80%	85%

Area 10: Additional Targets

Additional targets for the school

Safety Goal: all stakeholders are knowledgeable of Emergency and/or Crisis procedures.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Knowledge of Emergency and/or Crisis prodecures	65	100%	100%

Goals Summary

G1. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Reading Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G2. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Science Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G3. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Mathematics Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G4. Increase the % of students proficient (levels 3.5 or above) on the 2014 Spring FCAT 2.0 Writing Assessment by 5% or more at 4th gradel. Increase the % of students proficient (levels 4 -6) on the 2014 Spring FCAT 2.0 by 5% or more at 4th grade.

G5. Increase parent attendance at family engagement events by 5%. Ensure that at least 75% of the family engagement activities are offered at flexible times and multiple locations.

G6. Decrease the percentage of students absent for more than 10 days by 1 %.

G7. Reduce the number of students retained pursuant to Section 1008.25(4), F.S.

G8. Decrease the number of students that are not proficient in reading by third grade by 2% or more at each grade level

G9. Reduce by 1% the number of students who receive two or more behavioral referrals

G10. Reduce by 1% the number of students who receive one or more behavioral referrals that lead to suspension as defined in Section 1003.01 (5), F.S.

Goals Detail

G1. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Reading Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

Targets Supported

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

Resources Available to Support the Goal

- 1. District specialists 2. School-based coach. 3. Program materials 4. District Curriculum Guides and assessments 5. Teacher Academy 6. Successmaker 7. Texts in classroom libraries and media center 8. Full time Media Specialist

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge/pedagogy

- Lack of differentiation of instruction

Plan to Monitor Progress Toward the Goal

Teacher Lesson Plans

Person or Persons Responsible
Principal

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Teacher Lesson Plans Classroom Observations CLC Agendas and Action Plans

G2. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Science Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- District specialists

- Program Materials

- District Curriculum Guides

- Texts in classroom libraries and Media Center

- Primary and Intermediate Science Labs

Targeted Barriers to Achieving the Goal

- Lack of vertical teaching of Science in Grades K-5

- Lack of teacher content knowledge/pedagogy in Science

Plan to Monitor Progress Toward the Goal

Teacher Lesson Plans

Person or Persons Responsible
Principal Assistant Principals

Target Dates or Schedule:
Quarterly: October 2013, January 214, April 2014

Evidence of Completion:
Quarterly Curriculum Guide Assessments Teacher lesson plans

G3. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Mathematics Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

Targets Supported

Resources Available to Support the Goal
- The computer lab

- After school tutors (prior to January)

- Parent involvement resources and communication from administration

- District Math Specialists

- Reflex

- I-Ready

Targeted Barriers to Achieving the Goal
- Lack of intervention/safety nets prior to January

Plan to Monitor Progress Toward the Goal

Common planning/PLC team minutes, Lesson Plans, evidence of gradual release/teacher modeling, student responses in journals, rubrics

Person or Persons Responsible
3-5 math teachers and administration

Target Dates or Schedule:
At the end of every nine weeks

Evidence of Completion:
Student response journals, report cards, tests, anecdotal notes, generated reports from selected computer programs

G4. Increase the % of students proficient (levels 3.5 or above) on the 2014 Spring FCAT 2.0 Writing Assessment by 5% or more at 4th gradel. Increase the % of students proficient (levels 4 -6) on the 2014 Spring FCAT 2.0 by 5% or more at 4th grade.

Targets Supported
- Writing

Resources Available to Support the Goal
- Interactive Journals that will utilize writing across content areas.
- Dedicated Reading Coach
- Professional development on Interactive Journals
- Common Planning
- CCS Exemplars for Writing

Targeted Barriers to Achieving the Goal
- Change in Instructional Time allotted for Writing from one hour to thirty minutes daily.

Plan to Monitor Progress Toward the Goal

Lesson plans Classroom walk- throughs Observations

Person or Persons Responsible
School Based Instructional Coach Administration

Target Dates or Schedule:
August-June 2014

Evidence of Completion:
Lesson Plans Student work Assessments/Rubrics 2014 FCAT 2.0 Writing Assessment

G5. Increase parent attendance at family engagement events by 5%. Ensure that at least 75% of the family engagement activities are offered at flexible times and multiple locations.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Guidance counselor
- Business Partnerships

Targeted Barriers to Achieving the Goal
- Other extra-curricular activities outside of school
- The availability of parent resources

Plan to Monitor Progress Toward the Goal

Parent Survey

> **Person or Persons Responsible**
> Administration
>
> **Target Dates or Schedule:**
> June 2014
>
> **Evidence of Completion:**
> Feedback from parent survey

G6. Decrease the percentage of students absent for more than 10 days by 1 %.

> **Targets Supported**
> - EWS - Elementary School
>
> **Resources Available to Support the Goal**
> - Truancy Officer
> - School Counselor
> - .School Social Worker
> - Administration
> - Teachers
>
> **Targeted Barriers to Achieving the Goal**
> - Parents do not understand the relationship between attendance and student achievement.

Plan to Monitor Progress Toward the Goal

Pull Quarterly Genesis Attendance Reports

> **Person or Persons Responsible**
> CRT and administration
>
> **Target Dates or Schedule:**
> Quarterly
>
> **Evidence of Completion:**
> Genesis Reports

G7. Reduce the number of students retained pursuant to Section 1008.25(4), F.S.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Curriculum Textbooks
- Computer Programs
- Classroom Meetings
- Classroom Guidance
- Mentoring/Tutoring Programs
- Parent Involvement
- Safety Net Programs

Targeted Barriers to Achieving the Goal

- Students low-performing in basic skills

Plan to Monitor Progress Toward the Goal

Lesson Plans, Assessments, Report Cards

Person or Persons Responsible

Classroom teacher, Administration, Instructional coach

Target Dates or Schedule:

Daily/Weekly

Evidence of Completion:

Following implementation of interventions, student will be promoted

G8. Decrease the number of students that are not proficient in reading by third grade by 2% or more at each grade level

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Curriculum Guides

- Computer Programs

- .Common Planning Time

- Mentoring/Tutoring Programs

- Parent Involvement

- Safety Net Programs

- Grade Specific Complex Texts

- Instructional Coach

Targeted Barriers to Achieving the Goal

- Lack of parent support and knowledge of subject matter.

Plan to Monitor Progress Toward the Goal

Administration, Classroom teachers, Instructional Coach, and School Counselor will monitor parent communications of reading expectations through a variety of events and resources; Reading progress and gains will be monitored through State, District , and classroom assessments.

Person or Persons Responsible

Classroom teacher, Administration, Instructional coach, and School Counselor

Target Dates or Schedule:

Daily/Weekly/ Monthly/ Quarterly

Evidence of Completion:

Parent contact logs, e-mails, attendance sheets from meetings, notes in student planners, and parent surveys; Data Collection from assessments

G9. Reduce by 1% the number of students who receive two or more behavioral referrals

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- .CHAMPs
- Foundations
- Classroom Meetings
- Anti-bullying instruction
- Classroom Guidance
- Parent Involvement
- Assistant Principal
- Week without Violence
- .Red Ribbon Week
- Second Step

Targeted Barriers to Achieving the Goal
- Students Lack the Proper Social/Character Skills

Plan to Monitor Progress Toward the Goal

CRT, Administration will pull quarterly reports to monitor current behavioral referrals and inform teachers, parents, and school counselor.

Person or Persons Responsible
CRT, Administration, School counselor, classroom teacher

Target Dates or Schedule:
Daily/Weekly

Evidence of Completion:
Referral records; reduction in behavioral referrals

G10. Reduce by 1% the number of students who receive one or more behavioral referrals that lead to suspension as defined in Section 1003.01 (5), F.S.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- CHAMPs

- Foundations

- Classroom Meetings

- Anti-bullying instruction

- Classroom Guidance

- Parent Involvement

- Assistant Principal

- Week without Violence

- Red Ribbon Week

- Second Step

Targeted Barriers to Achieving the Goal

- Lack of communication and direct instruction of school and classroom expectations

Plan to Monitor Progress Toward the Goal

CRT, Administration will pull quarterly reports to monitor current behavioral referrals/suspensions, and inform teachers, parents, and school counselor.

Person or Persons Responsible

CRT, Administration, School counselor, classroom teacher

Target Dates or Schedule:

Daily/Weekly

Evidence of Completion:

Referral records; reduction in behavioral referrals towards suspensions

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Reading Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G1.B1 Lack of teacher knowledge/pedagogy

G1.B1.S1 Unpack the standards during common planning and PLC meetings

Action Step 1

Unpacking the standards to gain a better understanding of the content standards

Person or Persons Responsible

K-5 Language Arts Teachers

Target Dates or Schedule

Daily Common Planning and bi-monthly PLC meetings

Evidence of Completion

Teacher Lesson Plans Classroom Observations (formal and informal)

Facilitator:

Reading Coach

Participants:

K-5 Language Arts Teachers

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

Unpacking the content standards

Person or Persons Responsible

Reading coach Principal

Target Dates or Schedule

Ongoing - June 2014

Evidence of Completion

Teacher Lesson Plans Classroom observations (formal and informal)

Plan to Monitor Effectiveness of G1.B1.S1

Unpacking the standards

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Quarterly Curriculum Guide Assessments

G1.B1.S2 Continuous Learning Cycle with focus on reading strategies and best practices

Action Step 1

CLC on reading best practices and reading strategies

Person or Persons Responsible

K-5 classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher lesson plans Classroom observations (formal and informal)

Facilitator:

Reading Coach

Participants:

K-5 Language Arts Classroom Teachers

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

Professional development on reading best practices and strategies

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Quarterly - June 2014

Evidence of Completion

Teacher lesson plans Classroom Observations CLC Agendas and Action Plans

Plan to Monitor Effectiveness of G1.B1.S2

Deepen teacher understanding of reading best practices and strategies

Person or Persons Responsible

Principal Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher lesson plans Classroom Observations

G1.B1.S3 Instructional rounds in model classrooms

Action Step 1

Leave time (TDE) to observe best practices and reading strategies in model classrooms

Person or Persons Responsible

K-5 Language Arts Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher lesson plans Classroom observation

Facilitator:

Reading Coach

Participants:

K-5 Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Incorporation of strategies from instructional rounds into classroom practices

Person or Persons Responsible

Reading Coach Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher lesson plans Classroom observations Students performance on CGAs

Plan to Monitor Effectiveness of G1.B1.S3

Instructional rounds practices

Person or Persons Responsible

Principal Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher lesson plans Classroom Observations Students' performance on CGAs

G1.B1.S4 Common planning time focused on effectively implementing the gradual release model using the district provided curriculum guide

Action Step 1

Participate in common planning among grade level teams to design high level lessons based on the target areas

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Action Step 2

Common Planning to design center activities by grade level

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school-based Reading Coach. The school-based Reading Coach will record minutes from Common Planning sessions and debrief with administration following each session as well as provide support through the DCPS Coaching Cycle on the implementation of higher-level thinking strategies (Webb's Depth of Knowledge (DOK), Close Reading and text-dependent questions) into daily instruction. Administration will review teachers' lesson plans each week to check for higher-level questions and DOK strategies as well as conduct classroom walk-throughs and formal/informal observations. The assigned District Literacy Specialist will provide support as needed.

Person or Persons Responsible

Reading Coach Principal Assistant Principals

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of G1.B1.S4

*Lesson Plans (to include use of complex text/Novel Studies) *Classroom Walk-Throughs *Formal/ Informal Observations *Quarterly Data Chats *Common Planning Time Meeting Minutes *DCPS Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration 3-5 ELA Director

Target Dates or Schedule

*October 2013 *January 2014 *April 2014 *June 2014

Evidence of Completion

*Curriculum Guide Assessments *DAR *2014 FCAT 2.0

G1.B6 Lack of differentiation of instruction

G1.B6.S1 Differentiate and scaffold instruction through flexible grouping and conferencing based on formal and informal assessments.

Action Step 1

PD on differentiated instruction

Person or Persons Responsible

K-5 Language Arts Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans Classroom Observations

Facilitator:

Reading Coach

Participants:

K-5 Language Arts Teachers

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

Differentiated tasks in the Language Arts classrooms

Person or Persons Responsible

Principal Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans Classroom Observations

Plan to Monitor Effectiveness of G1.B6.S1

Differentiated Tasks in the Language Arts classroom

Person or Persons Responsible

Principal Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans Classroom Observations

G1.B6.S2 Intervention/Enrichment time build into the Master Resource Schedule to provide time for differentiation in the Language Arts classrooms.

Action Step 1

Master schedule reflects differentiation of Language Arts tasks

Person or Persons Responsible

K-5 classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Differentiation of Language Arts tasks

Person or Persons Responsible

Principal Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans Classroom Observations

Plan to Monitor Effectiveness of G1.B6.S2

Intervention/Enrichment activities in the Language Arts classrooms

Person or Persons Responsible

Principal Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans Classroom Observations

G2. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Science Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G2.B1 Lack of vertical teaching of Science in Grades K-5

G2.B1.S1 Implement interactive science journals across grade levels with increasing complexity

Action Step 1

Continuous Learning Cycles and lesson studies to increase science teachers' content knowledge

Person or Persons Responsible

K-5 Science teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Science labs Student Interactive Science Journals

Facilitator:

K-5 Science Vertical SIP Team District Science Specialist

Participants:

K-5 Classroom Teachers

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

Teacher Lesson Plans Classroom Observation (formal and informal) PLC Agendas and Action Plans
Student Interactive Journals

Person or Persons Responsible

Principal District Science Specialists Grade Level Chairpersons Science SIP Team Chair and Rep

Target Dates or Schedule

Bi-monthly- Early Release days Monthly lesson plan review Ongoing - June 2014

Evidence of Completion

Teacher Lesson Plans Classroom Observation (formal and informal) PLC Agendas and Action Plans
Student Interactive Journals

Plan to Monitor Effectiveness of G2.B1.S1

Teacher Lesson Plans Classroom Observation (formal and informal) PLC Agendas and Action Plans
Student Interactive Journals

Person or Persons Responsible

Principal District Science Specialists Grade Level Chairpersons Science SIP Team Chair and Rep

Target Dates or Schedule

Bi-monthly- Early Release days Monthly lesson plan review Ongoing - June 2014

Evidence of Completion

Teacher Lesson Plans Classroom Observation (formal and informal) PLC Agendas and Action Plans
Student Interactive Journals

G2.B1.S2 Science Lab time allotted on Master Resource Schedule

Action Step 1

Establish/Use Primary and Intermediate Science labs Collaborative "labs" discussed in PLC Visit
Labs with other classes/buddy classes

Person or Persons Responsible

K-5 Classroom Teachers

Target Dates or Schedule

10 day rotation schedule beginning August 19, 2013

Evidence of Completion

Interactive Science Journals

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

Teacher Lesson plans Classroom observations (formal and informal) PLC Agendas and Action Plans Student Interactive Journals

Person or Persons Responsible

Principal District Science Specialists Grade Level chairpersons Science SIP Team Chair and Rep

Target Dates or Schedule

Bi-monthly (Early Release Days) Monthly lesson plan review Ongoing- June 2014

Evidence of Completion

Teacher Lesson plans Classroom observations (formal and informal) PLC Agendas and Action Plans Student Interactive Journals

Plan to Monitor Effectiveness of G2.B1.S2

Teacher Lesson Plans Classroom Observations

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

Ongoing - June 2014

Evidence of Completion

Teacher Lesson Plans Classroom observation tools (formal and informal)

G2.B1.S3 Distribute and train K-2 teachers on Test Specs Correlation to FCAT 2.0

Action Step 1

• PLC discussion/planning in response to test specs • Buddy classes pair up and "watch" each others labs

Person or Persons Responsible

K-5 Classroom Teachers

Target Dates or Schedule

10 day rotation schedule beginning August 19, 2013

Evidence of Completion

PLC Agenda and Action Plans

Facilitator:

Principal

Participants:

K-5 Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Teacher Lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans Classroom Observations (formal and informal)

Plan to Monitor Effectiveness of G2.B1.S3

Use of Test Specifications in lesson plans

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher lesson plans

G2.B2 Lack of teacher content knowledge/pedagogy in Science

G2.B2.S1 Implement CLC's (Continuous Learning Cycles) in Science

Action Step 1

Science teachers participate in CLC's and Lesson Studies to increase content knowledge

Person or Persons Responsible

K-5 Classroom Teachers

Target Dates or Schedule

Weekly beginning August 2013

Evidence of Completion

CLC Agendas and Action Plans

Facilitator:

District Science Specialist Science SIP Team Chairperson

Participants:

K-5 Classroom Teachers

Action Step 2

Science "Labs" discussed in PLC's

Person or Persons Responsible

K-5 Classroom Teachers

Target Dates or Schedule

Weekly beginning August 2013

Evidence of Completion

PLC Agendas and Action Plans

Facilitator:

District Science Specialist Science SIP Team Chairperson

Participants:

K-5 Classroom Teachers

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

Continuous Learning Cycles in Science

Person or Persons Responsible

Principal District Science Specialist Science SIP Team Chairperson

Target Dates or Schedule

Monthly - August 2013-June 2014

Evidence of Completion

CLC Agendas and Action Plans Classroom Observations (formal and informal) Student Interactive Journals

Plan to Monitor Effectiveness of G2.B2.S1

Continuous Learning Cycles

Person or Persons Responsible

Principal District Science Specialists

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Lesson Plans Classroom Observations (formal and informal)

G2.B2.S2 Use available materials at the school level

Action Step 1

Use AIMS materials in K-2 Use Media Specialist and Media Center for Research

Person or Persons Responsible

K-5 Classroom Teachers

Target Dates or Schedule

Ongoing - June 2014

Evidence of Completion

Teacher Lesson Plans Classroom Observations (formal and informal)

Facilitator:

District Science Specialist

Participants:

K-5 Classroom Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Use of AIMS materials in K-2

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans

Plan to Monitor Effectiveness of G2.B2.S2

Use of AIMS materials

Person or Persons Responsible

K-2 Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans Classroom Observations (formal and informal)

G2.B2.S3 Cross-curricular differentiation and Reading in the Content Areas

Action Step 1

PLC discussion/planning in response to FCAT Test Item Specifications Buddy Class pair up and "watch" each others labs

Person or Persons Responsible

K-5 Classroom Teachers

Target Dates or Schedule

10 day rotation schedule beginning August 19, 2013

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Teacher Lesson Plans

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

Ongoing - June 2014

Evidence of Completion

Teacher Lesson Plans PLC Agendas and Action Plans

Plan to Monitor Effectiveness of G2.B2.S3

Teacher Lesson Plans

Person or Persons Responsible

Principal Assistant Principals

Target Dates or Schedule

Ongoing - June 2014

Evidence of Completion

Teacher Lesson Plans

G3. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Mathematics Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G3.B1 Lack of intervention/safety nets prior to January

G3.B1.S1 Tutor struggling students (bubble students emphasized) based on CGA scores and previous FCAT scores addressing deficiencies regarding specific benchmarks and subtopics

Action Step 1

Math teachers will meet and use CGA scores as well as previous FCAT scores to target students who are on the bubble or showing a deficit in specific benchmarks.

Person or Persons Responsible

3-5 Math teachers

Target Dates or Schedule

September 2013

Evidence of Completion

- Common planning/PLC team minutes - Lesson Plans - Student work

Action Step 2

They will then group them and develop activities based on their specific needs.

Person or Persons Responsible

3-5 Math teachers

Target Dates or Schedule

September 2013

Evidence of Completion

- Common planning/PLC team minutes - Lesson Plans - Student work

Action Step 3

Tutoring should be implemented via small groups, after school or through mentors prior to January and continue until the completion of FCAT. Lessons will be structured to stress critical thinking strategies using Webb's Depth of Knowledge strategies as well as FCAT 2.0 mathematics test item specifications.

Person or Persons Responsible

3-5 Math teachers

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

- Common planning/PLC team minutes - Lesson Plans - Student work

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

Common planning/PLC team minutes, Lesson Plans, Student work

Person or Persons Responsible

3-5 Math Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Common planning/PLC team minutes, Lesson Plans, Student work

Plan to Monitor Effectiveness of G3.B1.S1

Common planning/PLC team minutes, Lesson Plans, evidence of gradual release/teacher modeling, student responses in journals, rubrics

Person or Persons Responsible

3-5 math teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Student response journals, team minutes

G3.B1.S2 Student access to computer programs and websites geared towards their specific needs

Action Step 1

Students will be given access to the computers via the lab or classroom computers as needed (i.e. FCAT explorer, Destination Success, Reflex Math, Gizmos…).

Person or Persons Responsible

-3-5 Math teachers Admin. -Mrs. Mullens -District (for comp. program access)

Target Dates or Schedule

September 2013

Evidence of Completion

- Lesson Plans - Student work via the comp program

Action Step 2

Students will also receive logins to continue working on needed skills at home and encouraged by administration and teachers to do so.

Person or Persons Responsible

-3-5 Math teachers -Admin. -Parents -District (for comp. program access)

Target Dates or Schedule

September 2013

Evidence of Completion

- Lesson Plans - Student work via the comp program

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

Report cards, progress reports, CGAs, anecdotal notes, monitor progress on computer programs

Person or Persons Responsible

3-5 math Teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Report cards, progress reports, CGAs, anecdotal notes, monitor progress on computer programs

Plan to Monitor Effectiveness of G3.B1.S2

Students will make choice of program for targeted skill, teachers will track progress on programs

Person or Persons Responsible

3-5 math teachers

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Progress reports/report cards, anecdotal notes, generated reports from selected computer programs

G3.B1.S3 Parental involvement and direct communication via administration as well as the teacher to track student progress based on previous academic history

Action Step 1

Encourage parental involvement through math night, district approved websites and available resources.

Person or Persons Responsible

-3-5 Math teachers -Admin. -Parents

Target Dates or Schedule

September 2013

Evidence of Completion

Agendas Sign In Rosters for parent nights

Action Step 2

Teacher, administration and parents will participate in creating goals to help students succeed.

Person or Persons Responsible

3-5 Math teachers -Admin. -Parents

Target Dates or Schedule

September 2013 - During parent conferences

Evidence of Completion

Student and Teacher Data Notebooks Student Math Portfolios

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Report cards, progress reports, CGAs, anecdotal notes, parent conference notes, administrative input

Person or Persons Responsible

3-5 math teachers administration

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Report cards, progress reports, CGAs, anecdotal notes, parent conference notes, administrative input

Plan to Monitor Effectiveness of G3.B1.S3

Student response journals will be monitored by both teacher and administration

Person or Persons Responsible

3-5 math teachers administration

Target Dates or Schedule

September 2013-June 2014

Evidence of Completion

Student response journals, report cards, tests, anecdotal notes

G4. Increase the % of students proficient (levels 3.5 or above) on the 2014 Spring FCAT 2.0 Writing Assessment by 5% or more at 4th gradel. Increase the % of students proficient (levels 4 -6) on the 2014 Spring FCAT 2.0 by 5% or more at 4th grade.

G4.B1 Change in Instructional Time allotted for Writing from one hour to thirty minutes daily.

G4.B1.S1 All Teachers K-5 will implement interactive journals across the content areas to allow for multiple writing opportunities.

Action Step 1

Observe each other in the classroom and participate in lesson studies to increase knowledge of effective gradual release strategies

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Completed Lesson Study

Action Step 2

Observe and Mentor teachers in the classroom, conferencing and teaching model lessons as needed

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

Ongoing (as needed) - June 2014

Evidence of Completion

Observation Forms

Action Step 3

Use of interactive journals in all content areas

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

September 2013

Evidence of Completion

Student Interactive Journals

Facilitator:

Reading Coach

Participants:

K-5 Language Arts Teachers

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

All Teachers K-5 will implement interactive journals across the content areas to allow for multiple writing opportunities.

Person or Persons Responsible

Teachers Grades K-5 School Based Instructional Coach Administration

Target Dates or Schedule

August-June 2014

Evidence of Completion

Lesson Plans Student Journals

Plan to Monitor Effectiveness of G4.B1.S1

Lesson plans Classroom walk- throughs Observations

Person or Persons Responsible

School Based Instructional Coach Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans Classroom walk- throughs Observations

G4.B1.S2 All Teachers K-5 will participate in Professional Development for Interactive Journals

Action Step 1

Participate in common planning among grade level teams to design lessons using interactive journals

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher Lesson Plans

Action Step 2

Participate in Vertical PLCs to ensure consistency in use of interactive journals across grade levels

Person or Persons Responsible

Classroom Teachers, Reading Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans

Action Step 3

Participate in Professional Development to improve knowledge of Interactive Journals

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

September 2013

Evidence of Completion

Teacher Meeting Minutes

Facilitator:

Reading Coach

Participants:

K-5 Teachers

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

Participate in Professional Development to improve knowledge of Interactive Journals.

Person or Persons Responsible

Teachers Grades K-5 School Based Instructional Coach Administration

Target Dates or Schedule

September 18,2013

Evidence of Completion

Meeting Minutes

Plan to Monitor Effectiveness of G4.B1.S2

Lesson plans Classroom walk- throughs Observations

Person or Persons Responsible

School Based Instructional Coach Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans Classroom walk- throughs Observations

G4.B1.S3 All Teachers will participate in common planning to discuss student writing and develop rubrics to evaluate student writing and determine next points of instruction.

Action Step 1

Participate in grade level common planning to evaluate/improve student writing

Person or Persons Responsible

Teachers K-5

Target Dates or Schedule

August-June 2014

Evidence of Completion

Lesson plans

Action Step 2

Common Planning to design activities for writing and interactive journals

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Action Step 3

Use Exemplars from CCS to model writing for students

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

As needed - June 2014

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Participate in grade level common planning to evaluate/improve student writing

Person or Persons Responsible

Teachers Grades K-5 School Based Instructional Coach

Target Dates or Schedule

August-June 2014

Evidence of Completion

Meeting Minutes Lesson Plans Student work Assessments/Rubrics

Plan to Monitor Effectiveness of G4.B1.S3

Lesson plans Classroom walk- throughs Observations

Person or Persons Responsible

School Based Instructional Coach Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans Classroom walk- throughs Observations

G4.B1.S4 Teachers will incorporate writing based performance tasks into all curriculum areas.

Action Step 1

Writing Performance tasks across curriculum areas

Person or Persons Responsible

Literacy Teachers K-5

Target Dates or Schedule

August-June 2014

Evidence of Completion

Lesson Plans Student work

Action Step 2

Research best practices for writing in all content areas

Person or Persons Responsible

Literacy Team

Target Dates or Schedule

September-June 2014

Evidence of Completion

Articles

Action Step 3

Common Planning to design writing tasks.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Writing Performance tasks across curriculum areas

Person or Persons Responsible

Teachers Grades K-5 School Based Instructional Coach Administration

Target Dates or Schedule

August-June 2014

Evidence of Completion

Lesson Plans Student work Assessments/Rubrics

Plan to Monitor Effectiveness of G4.B1.S4

Administration and School Based Instructional coach will observe Evidence of writing performance tasks in classroom instruction

Person or Persons Responsible

School Based Instructional Coach Administration

Target Dates or Schedule

Monthly - June 2014

Evidence of Completion

Lesson plans Classroom walk- throughs Observations

G5. Increase parent attendance at family engagement events by 5%. Ensure that at least 75% of the family engagement activities are offered at flexible times and multiple locations.

G5.B1 Other extra-curricular activities outside of school

G5.B1.S1 Involve students in academic as well as arts activities.

Action Step 1

Change academic nights focus to include students in presentation

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda/programs Sign in sheets from events

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

Change focus of monthly programs to include student performances

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas and/or programs Sign in sheets from events

Plan to Monitor Effectiveness of G5.B1.S1

Feedback from parent surveys, sign-in sheets and attendance records

Person or Persons Responsible

Administration and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Feedback from parent surveys, sign-in sheets and attendance records

G5.B2 The availability of parent resources

G5.B2.S1 Set up an on-site parent resource center

Action Step 1

On-site parent resource center

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing to June 2014

Evidence of Completion

On-site parent resource center

Plan to Monitor Fidelity of Implementation of G5.B2.S1

On-site parent resource center

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing to June 2014

Evidence of Completion

Feedback from parent survey Sign in logs in resource center

Plan to Monitor Effectiveness of G5.B2.S1

On-site parent resource center

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing to June 2014

Evidence of Completion

Feedback from parent survey

G6. Decrease the percentage of students absent for more than 10 days by 1 %.

G6.B1 Parents do not understand the relationship between attendance and student achievement.

G6.B1.S1 Parent meetings and notices to educate the parents on the importance of regular attendance and the impact on academic performance

Action Step 1

Meet the Teacher; Open House; News Letters, e-mails, phone calls, school web site, daily planner

Person or Persons Responsible

Principal, Asst. Principal, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda; Genesis Attendance Reports

Action Step 2

Regularly scheduled monthly AIT Meetings

Person or Persons Responsible

Asst. Principal, Teachers, School Counselor, Truancy Officer

Target Dates or Schedule

Ongoing

Evidence of Completion

Genesis Attendance Reports

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

Teachers and administration will explain attendance policies during Meet the Teacher; Open House, parent meetings, e-mail, school web site, daily planners, and regularly scheduled AIT meetings

Person or Persons Responsible

Administration, Teachers, School Counselor, Truant Officer

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved attendance and on-time arrival; Attendance reports

Plan to Monitor Effectiveness of G6.B1.S1

Pull monthly attendance reports

Person or Persons Responsible

CRT, School Counselor, Administration, Truancy Officer

Target Dates or Schedule

Monthly

Evidence of Completion

Copy of Attendance Reports

G6.B1.S2 Parents bringing children must arrive to school on time

Action Step 1

School Board Policy on arrival and dismissal; Newsletters; school web site; daily planner, e-mails, phone calls

Person or Persons Responsible

Teachers, administration, and parents

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction in late arrivals ,early dismissals, and absenteeism

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

Teachers and administration will provide extensive communication and explanations of school/district rules relating to arrival, dismissal, and attendance policies throughout the school year

> **Person or Persons Responsible**
>
> Administration, Teachers, parents
>
> **Target Dates or Schedule**
>
> Ongoing
>
> **Evidence of Completion**
>
> Improved attendance and on-time arrival; Attendance reports

Plan to Monitor Effectiveness of G6.B1.S2

Pull monthly attendance reports; monthly newsletters, frequent e-mails, phone calls, notes in daily planners

> **Person or Persons Responsible**
>
> CRT, Administration
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Copy of Attendance Reports

G7. Reduce the number of students retained pursuant to Section 1008.25(4), F.S.

G7.B1 Students low-performing in basic skills

G7.B1.S1 Response to Intervention (RtI) implemented with specific targeted goals for academic achievement

Action Step 1

The classroom teacher will implement RTI with targeted goals for academic achievement. Detailed interventions, computerized diagnostics, and remediation programs will be implemented.

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Progress monitoring to measure daily/weekly progress

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

The classroom teacher will implement RTI with targeted goals for academic achievement. Detailed interventions will be implemented for academic growth.

Person or Persons Responsible

Classroom teacher, Instructional coach

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Progress monitoring; gains in academic growth

Plan to Monitor Effectiveness of G7.B1.S1

Administration, Instructional Coach, and the classroom teacher will keep track of progress monitoring; assessments, report cards,

Person or Persons Responsible

Administration, Instructional Coach, and classroom teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans; Progress monitoring reports, report cards

G7.B1.S2 Frequent communication with parents via planner, e-mail, phone, and school web site

Action Step 1

The classroom teacher will have frequent communication with parents on academic progress, as well as methods for assisting their child (children) with homework.

Person or Persons Responsible

Classroom teacher, RTI Team

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Communication between teacher and parents via e-mail, phone calls, school website; completed assignments

Plan to Monitor Fidelity of Implementation of G7.B1.S2

The classroom teacher will have frequent communication with parents, as well as methods for assisting their child (children) with homework.

Person or Persons Responsible

Classroom teacher, parents, RTI team

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Student planner, e-mail, phone, school website, parent portal; gains in academic growth

Plan to Monitor Effectiveness of G7.B1.S2

The classroom teacher, along with the RTI team, will have frequent communication with parents via planner, e-mail, phone, and school web site

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Daily

Evidence of Completion

Copies of letters, e-mails, phone log

G8. Decrease the number of students that are not proficient in reading by third grade by 2% or more at each grade level

G8.B1 Lack of parent support and knowledge of subject matter.

G8.B1.S1 Teachers, school counselor, and administration will effectively communicate the expectations for reading to the parents through a variety of events and resources.

Action Step 1

Teachers and administration will use all available resources to effectively communicate the expectations of reading to the parents. Parent Nights, Open House, Meet the Teacher, RTI, MRT, 504, and IEP meetings; and informational updates are available through the school newsletter, website, e-mails, student planners, and classroom visits.

Person or Persons Responsible

Classroom teachers; Instructional coach; Administration; School Counselor,

Target Dates or Schedule

Daily/Weekly/ Monthly

Evidence of Completion

Progress Reports; Data Notebooks; District and State Reading Assessments

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

Following communications to parents, records will be kept in a variety of ways

Person or Persons Responsible

Classroom teacher, Instructional coach, Administration, School Counselor

Target Dates or Schedule

Daily/Weekly/ Monthly

Evidence of Completion

Parent contact logs, e-mails, attendance sheets from meetings, notes in student planners, and parent surveys.

Plan to Monitor Effectiveness of G8.B1.S1

Administration, School Counselor, and classroom teachers will keep track of communications with parents.

Person or Persons Responsible

Administration, Instructional Coach, and classroom teacher

Target Dates or Schedule

Daily/Weekly/ Monthly

Evidence of Completion

Parent contact logs, e-mails, attendance sheets from meetings, notes in student planners, and parent surveys.

G8.B1.S2 Literacy teachers will implement the DCPS Instructional Framework Model (Gradual Release: to include, Introduction, I-Do, We-Do, You Do, Closure) with fidelity; Literacy teachers will engage in the use of complex text to drive instruction in the classroom.

Action Step 1

Teachers will participate in ongoing professional development with the Instructional Coach to understand how to implement the DCPS Instructional Framework Model with fidelity, and use grade-level appropriate, complex text to drive instruction

Person or Persons Responsible

Classroom teachers; Instructional coach; Administration; School Counselor

Target Dates or Schedule

Daily/Weekly/ Monthly

Evidence of Completion

Certificates of completion; Exit tickets; Documentation and evaluations of professional development

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Teachers will participate in Common Planning sessions at least once a week with grade level team members facilitated by the school Instructional Coach.

Person or Persons Responsible

Classroom teacher, Instructional Coach, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes will be recorded by the Instructional Coach, and then debriefed with administration to determine that the Instructional Framework Model is being appropriately implemented

Plan to Monitor Effectiveness of G8.B1.S2

The Instructional Coach will lesson plan with classroom teachers during common planning time; Administrators will monitor the lesson plans

Person or Persons Responsible

Administration, Instructional Coach, and classroom teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, and Common Planning Minutes

G9. Reduce by 1% the number of students who receive two or more behavioral referrals

G9.B1 Students Lack the Proper Social/Character Skills

G9.B1.S1 Implementation of Classroom Guidance Instruction for students; CHAMPS training for all new teachers

Action Step 1

School Counselor will implement Anti-bullying instruction, Speak-up Be Safe, Character themes, Week without Violence, and Red Ribbon Week in order to improve student behavior; CHAMPS Training for new teachers will be conducted

Person or Persons Responsible

School Counselor, Administration,Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction in referrals

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

School Counselor will implement Anti-bullying instruction, Speak-up Be Safe, Character themes, Week without Violence, and Red Ribbon Week in order to improve student behavior; New teachers will receive CHAMPS training

Person or Persons Responsible

Guidance, classroom teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Reduction in behavioral referrals

Plan to Monitor Effectiveness of G9.B1.S1

School Counselor will implement Anti-bullying instruction, Speak-up Be Safe, Character themes, Week without Violence, and Red Ribbon Week in order to improve student behavior; New teachers will receive CHAMPS training.

Person or Persons Responsible

Guidance, classroom teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Printed Reports; reduction in referrals

G9.B1.S2 Weekly classroom meetings with specific lesson goal

Action Step 1

Classroom teachers will implement weekly classroom meetings with specific social objective

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Meeting Log

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Classroom teacher will maintain a classroom Meeting Log, Discipline Data on the students. School Counselor and administration will be involved to monitor the status of referrals.

Person or Persons Responsible

Classroom Teachers, school counselor, administration

Target Dates or Schedule

Biweekly

Evidence of Completion

Classroom Meeting Log

Plan to Monitor Effectiveness of G9.B1.S2

Classroom teacher will maintain a classroom Meeting Log, Discipline Data on the students. School Counselor, and administration will be involved to monitor the status of referrals

Person or Persons Responsible

CRT, Classroom Teachers, school counselor, administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Printed Reports; reduction in referrals

G10. Reduce by 1% the number of students who receive one or more behavioral referrals that lead to suspension as defined in Section 1003.01 (5), F.S.

G10.B1 Lack of communication and direct instruction of school and classroom expectations

G10.B1.S1 Implementation of Classroom Guidance Instruction; Covey's Seven Habits, School-wide Five Colors of Conduct Discipline Program

Action Step 1

Classroom guidance instruction; Covey's Seven Habits; School-wide Five Colors of Conduct Discipline Program; Red Ribbon and Week without Violence Assemblies; Morning broadcast of school-wide themes; Faculty Meetings

Person or Persons Responsible

School Counselor, Administration,Classroom Teachers, Foundations Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction in referrals towards suspension

Action Step 2

Classroom guidance instruction; Covey's Seven Habits; School-wide Five Colors of Conduct Discipline Program; Red Ribbon and Week without Violence Assemblies; Morning broadcast of school-wide themes; Faculty Meetings

Person or Persons Responsible

School Counselor, Administration,Classroom Teachers, Foundations Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reduction in referrals towards suspension

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

School Counselor will implement Anti-bullying instruction, Speak-up Be Safe, Character themes, Week without Violence, and Red Ribbon Week in order to improve student behavior; Classroom teachers will implement Covey's Seven Habits, and School-wide Five Colors of Conduct Discipline Program.

Person or Persons Responsible

School counselor, classroom teachers

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Reduction in behavioral referrals and suspensions

Plan to Monitor Effectiveness of G10.B1.S1

School Counselor will implement Anti-bullying instruction, Speak-up Be Safe, Character themes, Week without Violence, and Red Ribbon Week in order to improve student behavior.

Person or Persons Responsible

School Counselor, classroom teachers

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Printed Reports; reduction in referrals towards suspension

G10.B1.S2 Weekly classroom meetings with specific lesson goal; Introduce CHAMPS during the first nine weeks of school and review throughout the school year.

Action Step 1

Classroom Meetings; Student Leaders of the Week

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Meeting Log

Plan to Monitor Fidelity of Implementation of G10.B1.S2

Classroom teachers will implement weekly classroom meetings with specific social objective, and review CHAMPS during the first nine weeks of school followed by a review throughout the school year.

Person or Persons Responsible

Classroom Teachers, school counselor, administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Classroom Meeting Log; Communication with students that may prevent incidents that lead to suspension

Plan to Monitor Effectiveness of G10.B1.S2

Classroom teacher will maintain a classroom Meeting Log, Discipline Data on the students. School Counselor, and administration will be involved to monitor the status of referrals/suspensions.

Person or Persons Responsible

CRT, Classroom Teachers, school counselor, administration

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Printed Reports; reduction in referrals towards suspension

Coordination and Integration

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

Our objective, in relation to our School Improvement Plan, is to increase the achievement level for 4th and 5th grade students in Math and Reading in the following subgroups: White, Black/African American, Hispanic, and Economically Disadvantaged. These students did not meet the AMO requirements for their subgroups on the 2013 Florida Comprehensive Achievement Test 2.0 Math and Reading tests. In addition, these students have been identified as scoring Levels 1 and 2 in both reading and math and are currently on an individual Progress Monitoring Plans (PMPs). This Saturday school program, funded with Supplemental Academic Instruction (SAI) dollars, will also be used to provide tutoring for 3rd grade students identified through DAR, i-Ready, and DCPS Curriculum Guide Assessments as being deficient in reading and math and scoring in the 0-50% Likelihood.

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. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Reading Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G1.B1 Lack of teacher knowledge/pedagogy

G1.B1.S1 Unpack the standards during common planning and PLC meetings

PD Opportunity 1

Unpacking the standards to gain a better understanding of the content standards

Facilitator

Reading Coach

Participants

K-5 Language Arts Teachers

Target Dates or Schedule

Daily Common Planning and bi-monthly PLC meetings

Evidence of Completion

Teacher Lesson Plans Classroom Observations (formal and informal)

G1.B1.S2 Continuous Learning Cycle with focus on reading strategies and best practices

PD Opportunity 1

CLC on reading best practices and reading strategies

Facilitator

Reading Coach

Participants

K-5 Language Arts Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher lesson plans Classroom observations (formal and informal)

G1.B1.S3 Instructional rounds in model classrooms

PD Opportunity 1

Leave time (TDE) to observe best practices and reading strategies in model classrooms

Facilitator

Reading Coach

Participants

K-5 Language Arts Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher lesson plans Classroom observation

G1.B6 Lack of differentiation of instruction

G1.B6.S1 Differentiate and scaffold instruction through flexible grouping and conferencing based on formal and informal assessments.

PD Opportunity 1

PD on differentiated instruction

Facilitator

Reading Coach

Participants

K-5 Language Arts Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher Lesson Plans Classroom Observations

G2. Increase the percentage of proficiency (3 or above) on the 2014 Spring FCAT 2.0 Science Assessment by 5% or more at each grade level. Increase the percent of students scoring at level 4 and above by at least 5% at each grade level.

G2.B1 Lack of vertical teaching of Science in Grades K-5

G2.B1.S1 Implement interactive science journals across grade levels with increasing complexity

PD Opportunity 1

Continuous Learning Cycles and lesson studies to increase science teachers' content knowledge

Facilitator

K-5 Science Vertical SIP Team District Science Specialist

Participants

K-5 Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Science labs Student Interactive Science Journals

G2.B1.S3 Distribute and train K-2 teachers on Test Specs Correlation to FCAT 2.0

PD Opportunity 1

• PLC discussion/planning in response to test specs • Buddy classes pair up and "watch" each others labs

Facilitator

Principal

Participants

K-5 Classroom Teachers

Target Dates or Schedule

10 day rotation schedule beginning August 19, 2013

Evidence of Completion

PLC Agenda and Action Plans

G2.B2 Lack of teacher content knowledge/pedagogy in Science

G2.B2.S1 Implement CLC's (Continuous Learning Cycles) in Science

PD Opportunity 1

Science teachers participate in CLC's and Lesson Studies to increase content knowledge

Facilitator

District Science Specialist Science SIP Team Chairperson

Participants

K-5 Classroom Teachers

Target Dates or Schedule

Weekly beginning August 2013

Evidence of Completion

CLC Agendas and Action Plans

PD Opportunity 2

Science "Labs" discussed in PLC's

Facilitator

District Science Specialist Science SIP Team Chairperson

Participants

K-5 Classroom Teachers

Target Dates or Schedule

Weekly beginning August 2013

Evidence of Completion

PLC Agendas and Action Plans

G2.B2.S2 Use available materials at the school level

PD Opportunity 1

Use AIMS materials in K-2 Use Media Specialist and Media Center for Research

Facilitator

District Science Specialist

Participants

K-5 Classroom Teachers

Target Dates or Schedule

Ongoing - June 2014

Evidence of Completion

Teacher Lesson Plans Classroom Observations (formal and informal)

G4. Increase the % of students proficient (levels 3.5 or above) on the 2014 Spring FCAT 2.0 Writing Assessment by 5% or more at 4th gradel. Increase the % of students proficient (levels 4 -6) on the 2014 Spring FCAT 2.0 by 5% or more at 4th grade.

G4.B1 Change in Instructional Time allotted for Writing from one hour to thirty minutes daily.

G4.B1.S1 All Teachers K-5 will implement interactive journals across the content areas to allow for multiple writing opportunities.

PD Opportunity 1

Use of interactive journals in all content areas

Facilitator

Reading Coach

Participants

K-5 Language Arts Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Student Interactive Journals

G4.B1.S2 All Teachers K-5 will participate in Professional Development for Interactive Journals

PD Opportunity 1

Participate in Professional Development to improve knowledge of Interactive Journals

Facilitator

Reading Coach

Participants

K-5 Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Teacher Meeting Minutes

Appendix 2: Budget to Support School Improvement Goals