



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lamarque Elementary School
3415 LAMARQUE AVE
North Port, FL 34286
941-426-6371
www.sarasotacountyschools.net/lamarque

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 30%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 B
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SIP Authority and Template

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

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

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

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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

Lamarque Elementary School

Principal

Sally Mancheno

School Advisory Council chair

Janice O'Day

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

Name	Title
Sally Mancheno	Principal
Troy Thompson	Assistant Principal
Fran Baker	Specials Team/ Vice-Chair
Peggy Barlow	Child Care
Kim Disney-Gillis	3rd Grade/ Chair
Lina Howard	4th Grade/ Secretary
Michele Hughes	Support
Kim Jason	1st Grade
Carolyn Lax	ESE
Cortney Moffit	Kindergarten
Pat Robison	5th Grade
Vicki Schutz	Office
Jeanine VanDeusen	2nd Grade

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

Pending

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

Community Membership: David Waring, Dana Wimmer

Parent Membership: Jennifer Guin, Cathy Lambert-Power, Crystal Robinson, Stacey Shuman, Amanda

Vozech,

School Membership: Sally Mancheno (Principal), Janice O'Day (1st and SAC Chair), Niki Krevas (2nd), Colleen Moran (3rd), Patricia Disney (5th and Vice Chair), Cindi Porinchak (Support and SAC Secretary)

Involvement of the SAC in the development of the SIP

Assist in the development of the SIP and provide recommendations on specific components of the plan, such as goals of the school, indicators of school and student progress, strategies, and evaluation procedures to measure student performance. Final decision-making related to school improvement is made by SAC.

Activities of the SAC for the upcoming school year

We seek parental participation and input from our School Advisory Council (SAC). The SAC is composed of community and business partners, parents and staff members and is responsible for the development, evaluation and funding review of our school programs. The SAC meetings are advertised and are open to all parents. We also encourage parental feedback through surveys and our school website. SAC members meet monthly to review student achievement and intervention progression data. They also meet quarterly to review student achievement data and make updates to the School Improvement Plan (SIP). The SAC members will monitor the SIP implementation throughout the 2013-2014 school year.

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

Professional Development Materials/ Trainings
 - Inquiry Circles in Action, Working Memory: Instruction and Assessment
 Common Core Team Supports- Total PD \$8,000
 Before and After-school Tutoring Program- \$30,000
 Content Area Family Nights- \$10,000

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sally Mancheno

Principal

Years as Administrator: 11

Years at Current School: 8

Credentials

Ed.S. Educational Leadership, Nova Southeastern University
 M.S. Varying Exceptionalities, USF
 B.S. Specific Learning Disabilities, USF
 State of FL certifications:
 School Principal, All levels
 Specific Learning Disabilities K-12,
 Elementary Ed 1-6

Performance Record

Principal of Lamarque Elementary School
 - 2012-2013 School Grade B
 - 2011-2012 School Grade A
 - 2010-2011 School Grade B, No AYP
 - 2009-2010 School Grade A, No AYP
 - 2008-2009 School Grade A, Yes AYP
 - 2007-2008 School Grade A, Yes AYP
 - 2006-2007 School Grade A, Yes AYP
 Assistant Principal Toledo Blade Elementary
 School
 - 2005-2006 School Grade A, Provisional AYP
 - 2004-2005 School Grade B, Provisional AYP
 - 2003-2004 School Grade A, No AYP

Troy Thompson

Asst Principal

Years as Administrator: 0

Years at Current School: 0

Credentials

M. Ed Educational Leadership, University of South Florida
 B.A. Elementary Education, University of South Florida
 State of Florida Certifications:
 School Principal, All Levels
 Elementary Ed. 1-6
 ESOL K-12

Performance Record

Assistant Principal- Lamarque Elementary

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based Areas	Years as Coach:	Years at Current School:
	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers

71

receiving effective rating or higher

0%

Highly Qualified Teachers

0%

certified in-field

, 0%

ESOL endorsed

48, 68%

reading endorsed

7, 10%

with advanced degrees

60, 85%

National Board Certified

2, 3%

first-year teachers

10, 14%

with 1-5 years of experience

33, 46%

with 6-14 years of experience

16, 23%

with 15 or more years of experience

22, 31%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

12, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

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

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

The assistant principal partners new teachers with veteran teachers as mentors with ongoing monitoring.

Regular meetings with new teachers with the principal with ongoing dialogue and supports. The SCIP Lead mentor for 2013-2014 is a 1st grade teacher (Mary Pedro) selected for the experience and background to support the SCIP mentors working with new teachers facilitating regular meetings.

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

New teachers are to complete the SCIP mentoring program with the support of mentoring teachers who are paired based on experience in specific grade levels or expertise in specialized areas.

Pairings include:

Cindi Porinchak and Tammy Alexander, Amy Bontrager and Sandy Pence, Heidi Parrish and Nadiya Gubenya, Nina Schwartz and Robyn DeMoulin, Tish Temple and Bethanie Adams.

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 RtI Leadership Team meets weekly to review summative and formative data to determine school, grade and individual student academic needs. During weekly meetings with general education teachers, individual student concerns are discussed to identify academic areas of concern and to develop individual intervention plans. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

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

The school-based RTI Leadership Team will employ a continuous improvement model to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional need. On a monthly basis, the District-based Leadership Team in collaboration with School-based Leadership Team will oversee the implementation of the SIP Plan.

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

The school-based RTI Leadership Team utilizes observations, conferences, intervention plans, and teacher dialogue to determine the effectiveness of the Multi-Tiered System of Supports being provided

during daily interventions scheduled in the master schedule. During scheduled meetings the team also reviews school-wide data to determine progress towards learning gain targets defined in the SIP.

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

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing are utilized. Further, the school will participate in the FAIR Reading assessment, utilize the Florida Achieves/Focus Science assessment, as well as a district-level Math assessment. Data from SuccessMaker (ILS) are reviewed to summarize data for students at Tier 1, 2, and 3.

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

District instructional specialists have provided training to the Lamarque Elementary School PS/Rtl Team. The entire faculty has been trained in the PS/Rtl process. Staff will participate in professional development modules throughout the year. The Intervention Teacher will meet with Classroom Teacher to train and plan for student interventions.

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:** 14,400

Providing Before and After-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading and mathematics for(1st-5th) students with skill deficits. Program is offered 2-4 times a week for 45 minutes before school and/or 2 hours after school and target students are determined based on current assessment data (FCAT 2.0, SAT10, Benchmarks). Tutoring staff will work on specific fundamental skills with students to provide direct interventions with progress monitoring to measure effectiveness.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students participating in tutoring program will be assessed in the target skills by district benchmarks, state measures (FCAT, FAIR, and SAT10), SuccessMaker 6.0 and Classroom assessments. Reports are generated to determine if progress in being made in the focus areas and to make adjustments if needed. Continued progress monitoring can also be viewed and analyzed by SWST/ MTSS team if more support is required.

Who is responsible for monitoring implementation of this strategy?

Tutoring Program Coordinator
Tutoring Program Staff

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Sally Mancheno	Principal
Troy Thompson	Assistant Principal
Tish Temple	ESE Liaison
Michelle Hughes	Guidance Counselor
Cori Jenkins	Guidance Counselor
Kathy Hendricks	ESE Liaison
Nina Schwartz	Title Interventionist
Dan Gerdes	Behavior Specialist
Nina Tufenkjian	ESOL/ Interventionist
Galina Melnichuk	ESOL Paraprofessional
Dawn Vittorio	Title Resource
Cindi Porinchak	Title Resource
Jessica Knarr	ESE Resource
Eva Feliciano	ESE Resource

How the school-based LLT functions

The LLT team meets bi-monthly with grade level team leaders and team members to discuss literacy initiatives. Grade level representatives meet with their team members to introduce and implement literacy initiatives in the classroom.

Major initiatives of the LLT

Quarterly progress monitoring for all students and running records for tier 2 & 3 students
 Increased exposure to non-fiction literature across the curriculum.
 Increase student achievement through strategies that address targeted skill deficit areas
 Monitor the student mastery of objectives as outlined in the Instructional Focus Calendar
 Maintain and enhance our Parent Resource Library

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Common Core standards emphasize the integration of reading informational text in all subject areas (Science, Social Studies, etc) English Language Arts (ELA) supports the rigor of complex text, so students in every academic setting engage in reading that merges thinking with content. Select teachers are participating in Professional Development and reading, "Inquiry Circles in Action" to strengthen reading instruction through Common Core and how it promotes classroom discussions and student production. Other Professional Development opportunities supporting reading are Common Core team training and Book studies focused on Working Memory and the impact on Instruction and Assessment.

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

Every year in the spring, Lamarque Elementary School has a Kindergarten Orientation which allows preschoolers and their families to visit the school. Parents receive information and brochures about the school, including policies and procedures to start the next year. At this time, parents meet with the kindergarten teachers and the school administrators. District staff participate to assist in kindergarten registration and to answer questions about student transition to kindergarten. During this event, students and parents visit classrooms. This helps students understand what is expected of them upon entering kindergarten. In addition, there is dialogue between Lamarque Elementary School and its feeder preschools to support the kindergarten program. Our teachers screen students during the summer to assess readiness skills of our incoming kindergarteners, and our district offers a VPK program during May and June to help transition students.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	65%	No	75%
American Indian				
Asian				
Black/African American	58%	44%	No	63%
Hispanic	78%	53%	No	80%
White	73%	70%	No	75%
English language learners	44%		No	50%
Students with disabilities	44%		No	50%
Economically disadvantaged	69%	60%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	125	29%	33%
Students scoring at or above Achievement Level 4	159	36%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	12%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	71%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	281	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	74	67%	71%

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)	26	63%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	115	38%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	33%	63%

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	85	56%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		65%

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	65%	65%	Yes	69%
American Indian				
Asian				
Black/African American	37%	44%	Yes	43%
Hispanic	63%	52%	No	66%
White	69%	70%	Yes	72%
English language learners	53%		No	57%
Students with disabilities	48%	24%	No	54%
Economically disadvantaged	60%	61%	Yes	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	32%	35%
Students scoring at or above Achievement Level 4	144	33%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	21%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	62%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	294	67%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	64	58%	62%

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	41	29%	33%
Students scoring at or above Achievement Level 4	39	27%	31%

Florida Alternate Assessment (FAA)

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

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

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

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	138	19%	15%
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	18	13%	11%
Students who receive two or more behavior referrals	34	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	2%	2%

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

In grades K-5, Lamarque will increase parent involvement by promoting volunteerism and providing opportunities for parents to participate in school functions and increasing percentage of families attending at least 1 school function.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
In grades K-5, 93% of families will attend at least one school function.		89%	93%

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

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.
- G2.** By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FCAT 2.0 assessments.
- G3.** By the year 2014, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Reading Grades 4 and 5.
- G4.** By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.
- G5.** By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Mathematics as measured by the FCAT 2.0 assessments.
- G6.** By the year 2014, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Mathematics Grades 4 and 5.
- G7.** By the year 2014, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments.
- G8.** By the year 2014, there will be a minimum of a 2% increase in the number of 4th Grade students demonstrating Writing proficiency scoring 3.0 or better on FCAT Writing essay.
- G9.** By the end of the 2013-2014 school year, 40% of our families completing the survey will indicate that they have participated in a training session or workshop designed to help parents support their child's school achievement.

Goals Detail

G1. By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.

Targets Supported

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

Resources Available to Support the Goal

- SuccessMaker 6.0 Reading ILS by Pearson provided through district.
- Books supplied to Teachers participating in PD "Inquiry Circles in Action" "Working Memory"
- CPALMS online resources for model Common Core activities provided by FLDOE
- Scholastic Readers- Guided Reading Sets

Targeted Barriers to Achieving the Goal

- Lack of reading application skills, comprehension, informational text, literary analysis.
- Limited amount of time during school day for direct interventions in foundation skills.
- Lack of exposure to Complex Text including Non-fiction materials.
- Lack of Parent Involvement in supporting reading at home

Plan to Monitor Progress Toward the Goal

Student Performance on Reading Assessments

Person or Persons Responsible

Classroom Teachers/ Administration

Target Dates or Schedule:

Weekly for 4-6 Weeks

Evidence of Completion:

Performance on Grade Level Assessments- Reading Wonders, SuccessMaker Reading, FAIR, FCAT 2.0 Reading

G2. By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FCAT 2.0 assessments.

Targets Supported

Resources Available to Support the Goal

- SuccessMaker 6.0 Reading ILS by Pearson provided through district.
- "Inquiry Circles in Action" book for Staff members
- CPALMS online resources for model Common Core activities provided by FLDOE

Targeted Barriers to Achieving the Goal

- Lack of reading application skills, comprehension, informational text, literary analysis.
- Limited amount of time during school day for direct interventions in foundation skills.
- Lack of exposure to Complex Text including Non-fiction materials.

Plan to Monitor Progress Toward the Goal

Student Performance on Reading Assessments

Person or Persons Responsible

Classroom Teachers/ Administration

Target Dates or Schedule:

Weekly/ Quarterly

Evidence of Completion:

Performance on Grade Level Assessments- Reading Wonders, SuccessMaker Reading Gains, FAIR, FCAT 2.0 Reading

G3. By the year 2014, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Reading Grades 4 and 5.

Targets Supported

Resources Available to Support the Goal

- SuccessMaker 6.0 Reading ILS by Pearson provided through district.
- "Inquiry Circles in Action" book for Staff members
- CPALMS online resources for model Common Core activities provided by FLDOE
- Supplementary Instructional Materials- Provided by Intervention and Resource Teachers

Targeted Barriers to Achieving the Goal

- Lack of reading application skills, comprehension, informational text, literary analysis.
- Limited amount of time during school day for direct interventions in foundation skills.

Plan to Monitor Progress Toward the Goal

Student Performance on Reading Assessments

Person or Persons Responsible

Classroom Teachers/ Intervention and Resource Teachers

Target Dates or Schedule:

Weekly/Quarterly

Evidence of Completion:

Performance on Grade Level Assessments- Reading Wonders, SuccessMaker Reading Gains, FAIR, FCAT 2.0 Reading

G4. By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.

Targets Supported

Resources Available to Support the Goal

- SuccessMaker 6.0 Mathematics ILS by Pearson provided through district.
- Pearson Succesnet Online materials and assessments for enVision Math
- Math Fluency Probes

Targeted Barriers to Achieving the Goal

- Lack of Mathematics Fluency- Basic Facts
- Parent Involvement and understanding of Mathematics shifts

Plan to Monitor Progress Toward the Goal

Student Performance on Mathematics Benchmarks

Person or Persons Responsible

Principal/ Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Performance on Grade Level Assessments- enVision Assessments, SuccessMaker Mathematics Gains, District Benchamrks, FCAT 2.0 Mathematics, Increased Parent comfort and support for student Math fluency, Parent Surveys.

G5. By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Mathematics as measured by the FCAT 2.0 assessments.

Targets Supported

Resources Available to Support the Goal

- SuccessMaker 6.0 ILS (Mathematics)
- Fluency Probes

Targeted Barriers to Achieving the Goal

- Limited amount of time during the school day for direct interventions in fundamental math skills.
- Lack of Mathematics fluency (+,-,x,/))
- Lack of Parent Involvement and Parent understanding of Mathematics shifts

Plan to Monitor Progress Toward the Goal

Students included in the identified subgroups demonstrating progress towards annual learning gains in mathematics on on-going assessments.

Person or Persons Responsible

Principal/ Assistant Principal

Target Dates or Schedule:

Quarterly/ On-going

Evidence of Completion:

Performance on enVision Math assessments (weekly), SuccessMaker Math gains, District Benchmarks, FCAT 2.0 Mathematics assessments.

G6. By the year 2014, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Mathematics Grades 4 and 5.

Targets Supported

Resources Available to Support the Goal

- SuccessMaker 6.0 Mathematics ILS

Targeted Barriers to Achieving the Goal

- Lack of Mathematics Fluency- Basic Facts (+,-,x,/)
- Limited amount of time during school day for direct interventions in foundation skills.
- Parent Involvement and Understanding of Mathematics shifts

Plan to Monitor Progress Toward the Goal

Students in the lowest-quartile demonstrating progress towards annual learning gains in mathematics on on-going assessments.

Person or Persons Responsible

Principal/ Assistant Principal

Target Dates or Schedule:

Quarterly, On-going

Evidence of Completion:

Performance on enVision Math assessments (weekly), SuccessMaker Math gains, District Benchmarks, FCAT 2.0 Mathematics assessments.

G7. By the year 2014, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments.

Targets Supported

- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- Science Leveled Readers- Fusion
- Science Interactive Lab
- Safari Live- Science Video Access

Targeted Barriers to Achieving the Goal

- Lack of Inquiry Skills and questioning
- Need for Parent Involvement
- Lack of Scientific vocabulary

Plan to Monitor Progress Toward the Goal

Integrating Inquiry skills across the curriculum, build Scientific understanding using Science content, use science terminology accurately, and engaging in the Scientific method.

Person or Persons Responsible

Classroom Teachers, Science Lab Teacher, Principal, Assistant Principal

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

G8. By the year 2014, there will be a minimum of a 2% increase in the number of 4th Grade students demonstrating Writing proficiency scoring 3.0 or better on FCAT Writing essay.

Targets Supported

- Writing

Resources Available to Support the Goal

- Essay Frames and School-wide Prompts

Targeted Barriers to Achieving the Goal

- Student time management during writing
- Lack of consistency in using the essay frame

Plan to Monitor Progress Toward the Goal

Students able to manage time effectively and utilize the essay frame to complete an effective expository/narrative response to a prompt.

Person or Persons Responsible

Classroom Teachers and Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Students performance on grade level monthly prompts.

G9. By the end of the 2013-2014 school year, 40% of our families completing the survey will indicate that they have participated in a training session or workshop designed to help parents support their child's school achievement.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Parent Resource Library

Targeted Barriers to Achieving the Goal

- Lack of transportation to and from school/ home
- Language
- Parent events conflict with other events.

Plan to Monitor Progress Toward the Goal

Parents attending training sessions at school to learn how to better support their child's academic success.

Person or Persons Responsible

Parent Involvement Liaison and Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

Calendar of Parent Training sessions and attendance sheets from events.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.

G1.B1 Lack of reading application skills, comprehension, informational text, literary analysis.

G1.B1.S1 SuccessMaker 6.0 Reading Program in Literacy Labs

Action Step 1

SuccessMaker 6.0 Reading ILS

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Successmaker Reading Course and Skill Reports

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

SuccessMaker 6.0 Reading ILS

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Successmaker Reading Course and Skills Reports

Plan to Monitor Effectiveness of G1.B1.S1

SuccessMaker 6.0 Reading ILS

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Class Course Reports

G1.B1.S2 Before/ After-school Tutoring program for Intervention Grades 1-5

Action Step 1

Before/ After-school Tutoring Program for Interventions in Reading.

Person or Persons Responsible

Contracted Classroom Teachers

Target Dates or Schedule

2-4 times per week for 30 weeks morning and/ or afternoon sessions

Evidence of Completion

Performance on Reading Wonders passages, gains in SuccessMaker Reading, FAIR, and FCAT 2.0 Reading Assessment

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

Student Reading Performance

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Reading Assessments over the intervention periods

Plan to Monitor Effectiveness of G1.B1.S2

Student Reading Performance- Closing achievement gap

Person or Persons Responsible

Tutoring Staff

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Reading Assessments over the intervention period

G1.B2 Limited amount of time during school day for direct interventions in foundation skills.

G1.B2.S1 Providing Before/ After-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading Grades 1-5.

Action Step 1

Before/ After-school Tutoring Additional Intervention

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

Week 6

Evidence of Completion

Target List of 2-5 Grade Students

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

Student Progress in Reading Interventions

Person or Persons Responsible

Tutoring Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Reading Benchmarks, FAIR, SuccessMaker 6.0 Reading, FCAT

Plan to Monitor Effectiveness of G1.B2.S1

Student Progress in Reading Interventions

Person or Persons Responsible

Classroom Teacher/ SWST-MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Benchmarks, FAIR, SuccessMaker 6.0 Reading, FCAT

G1.B3 Lack of exposure to Complex Text including Non-fiction materials.

G1.B3.S1 Site Based Professional Development and Book Studies- Providing staff with professional development (e.g. Harvey and Daniels, Inquiry Circles in Action, Working Memory: Instruction and Assessment.) and CPALMS "Content Complexity Ratings" to empower teachers to support students to meet the demands of elevated text. Common Core team training and support opportunities.

Action Step 1

Site-based Professional Development and Book Studies (e.g. "Inquiry Circles in Action," "Working Memory,") and CPALMS training, Common Core Training/ Supports (Reading Goal)

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing training with Grade level and Vertical teams

Evidence of Completion

Surveys, Work Samples, Class Products

Facilitator:

Principal and Assistant Principal

Participants:

Classroom Teachers K-5 to include all instructional support staff

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

Use of small group projects to enhance inquiry (Comprehension, Collaboration, Inquiry), Using learned strategies from Site-based PD in the Reading Classroom.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing Observations

Evidence of Completion

Surveys, Work Samples, Class Products

Plan to Monitor Effectiveness of G1.B3.S1

Students merging their thinking with content by connecting, inferring, synthesizing, and reacting to information.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Work Samples, Observations, Student and Class Products

G1.B4 Lack of Parent Involvement in supporting reading at home

G1.B4.S1 Parent Involvement Institute- Content Area Family Nights to support reading at home and building critical thinkers/ critical readers..

Action Step 1

Parent Involvement Institute- Training Sessions (Reading/ ELA)

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

During Content Area Family Nights

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Parent Involvement Institute- Training Sessions (Reading/ELA)

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

During Content Area Family Nights

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

Plan to Monitor Effectiveness of G1.B4.S1

Parent Involvement Institute- Training Sessions (Reading/ELA)

Person or Persons Responsible

Parent Involvement Liaison, Classroom Teachers

Target Dates or Schedule

During Content Area Family Nights

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

G2. By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FCAT 2.0 assessments.

G2.B1 Lack of reading application skills, comprehension, informational text, literary analysis.

G2.B1.S1 SuccessMaker 6.0 Reading Program in Literacy Labs

Action Step 1

SuccessMaker 6.0 Reading ILS in Literacy Labs

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Reading Course and Skills Reports demonstrating gains in course levels

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

SuccessMaker 6.0 Reading ILS in Literacy Labs

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Reading Course and Skills Reports demonstrating gains in course levels

Plan to Monitor Effectiveness of G2.B1.S1

SuccessMaker 6.0 Reading ILS in Literacy Labs

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Reading Course and Skills Reports demonstrating gains in course levels

G2.B1.S2 Before/ Afterschool Tutoring Additional Intervention

Action Step 1

Before/ After-school Tutoring Program for Foundation Skills in Reading

Person or Persons Responsible

Contracted Classroom Teachers

Target Dates or Schedule

2-4 times per week for 30 weeks morning and/or afternoon sessions.

Evidence of Completion

Performance on Reading Wonders Weekly Passages, Gains in SuccessMaker Reading, FAIR, FCAT 2.0 Reading Assessments

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

Student Reading performance/ gains

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Performance on Reading Wonders Passages, gains in SuccessMaker Reading levels, FAIR, FCAT 2.0 Assessments

Plan to Monitor Effectiveness of G2.B1.S2

Student Reading Performance- Closing achievement gap

Person or Persons Responsible

Tutoring Staff

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Reading Assessments over the intervention period- Reading Wonders passages, SuccessMaker Reading gains, FAIR

G2.B2 Limited amount of time during school day for direct interventions in foundation skills.

G2.B2.S1 After-school Tutoring Program for interventions

Action Step 1

Before/ After-school Tutoring Program- Set up additional interventions in skill deficit areas for students in sub groups who perform below level in Reading

Person or Persons Responsible

Contracted Classroom Teachers

Target Dates or Schedule

2-4 times per week for 30 weeks morning and/or afternoon sessions

Evidence of Completion

Performance on Reading Wonders Passages, gains in Successmaker Reading, FAIR, FCAT 2.0 Reading Assessments.

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

Student Reading Performance

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Performance on Reading Wonders passages, gains in SuccessMaker Reading, FAIR and FCAT 2.0 Reading Assessments

Plan to Monitor Effectiveness of G2.B2.S1

Student Reading Performance- Closing achievement gap

Person or Persons Responsible

Tutoring Staff

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Reading Assessments over the intervention period: Reading Wonders passages, SuccessMaker Reading gains, FAIR

G2.B3 Lack of exposure to Complex Text including Non-fiction materials.

G2.B3.S1 Site Based Professional Development and Book Studies- Providing staff with professional development (e.g. Harvey and Daniels, Inquiry Circles in Action, Working Memory: Instruction and Assessment.) and CPALMS "Content Complexity Ratings" to empower teachers to support students to meet the demands of elevated text. Common Core team training and support opportunities.

Action Step 1

Site-based Professional Development and Book Studies (e.g. "Inquiry Circles in Action," "Working Memory,") and CPALMS training, Common Core Training/ Supports (Reading Subgroups)

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing training with Grade level and Vertical teams

Evidence of Completion

Surveys, Work Samples, Class Products

Facilitator:

Principal and Assistant Principal

Participants:

Classroom Teachers and instructional support staff

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Use of small group projects to enhance inquiry (Comprehension, Collaboration, Inquiry) Using learned strategies from Site-based PD in the Reading Classroom.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing Observations

Evidence of Completion

Surveys, Work Samples, Class Products

Plan to Monitor Effectiveness of G2.B3.S1

Students merging their thinking with content by connecting, inferring, synthesizing, and reacting to information.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily , Ongoing

Evidence of Completion

Work Samples, Observations, Student and Class Products.

G3. By the year 2014, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Reading Grades 4 and 5.

G3.B1 Lack of reading application skills, comprehension, informational text, literary analysis.

G3.B1.S1 SuccessMaker 6.0 Reading Program in Literacy Labs

Action Step 1

SuccessMaker 6.0 Reading ILS in Literacy Labs- Identify Lowest Quartile

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

SuccessMaker Reading Course and Skills Reports demonstrating gains in course levels

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

SuccessMaker 6.0 Reading ILS in Literacy Labs- Instruction for Lowest Quartile

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Gains illustrated in SuccessMaker Reading Course and Skills Reports

Plan to Monitor Effectiveness of G3.B1.S1

SuccessMaker 6.0 Reading ILS in Literacy Labs- Instruction for Lowest Quartile

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Gains illustrated by SuccessMaker class course reports

G3.B1.S2 Providing After-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading

Action Step 1

Before/ After-school Tutoring Program for foundation skills in Reading (Lowest Quartile)

Person or Persons Responsible

Contracted Classroom Teachers

Target Dates or Schedule

2-4 times per week for 30 weeks morning and/or afternoon sessions

Evidence of Completion

Performance on Reading Wonders weekly passages, gains in SuccessMaker Reading, FAIR, and FCAT 2.0 assessments.

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

Student Reading Performance

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Performance on Reading Wonders weekly passages, gains in SuccessMaker Reading, FAIR and FCAT 2.0 Assessments.

Plan to Monitor Effectiveness of G3.B1.S2

Student Reading Performance- Closing the achievement gap

Person or Persons Responsible

Tutoring Staff

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Reading Assessments over the intervention period: Reading Wonders passages, SuccessMaker Reading gains, FAIR

G3.B2 Limited amount of time during school day for direct interventions in foundation skills.

G3.B2.S1 Providing After-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading

Action Step 1

Before/ After-school Tutoring Program for reading interventions for Lowest Quartile student Skill Deficit

Person or Persons Responsible

Contracted Classroom Teachers

Target Dates or Schedule

2-4 times per week for 30 Weeks morning and/or afternoon sessions.

Evidence of Completion

Performance on Reading Wonders Weekly Passages, Gains in SuccessMaker Reading, FAIR, FCAT 2.0 Reading Assessments

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

Student Reading Performance

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Performance on Reading Wonders weekly passages, gains in SuccessMaker Reading, FAIR and FCAT 2.0 Assessments.

Plan to Monitor Effectiveness of G3.B2.S1

Student Reading Performance- Closing the achievement gap

Person or Persons Responsible

Tutoring Staff

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Reading Assessments over the intervention period- Reading Wonders passages, SuccessMaker Reading gains, FAIR

G4. By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.

G4.B1 Lack of Mathematics Fluency- Basic Facts

G4.B1.S1 Use of SuccessMaker 6.0 Mathematics ILS that support basic mathematics facts.

Action Step 1

SuccessMaker 6.0 Mathematics ILS

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Gains illustrated in SuccessMaker Mathematics Course and Skills Reports in basic math facts (+, -, x, /)

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

SuccessMaker 6.0 Mathematics ILS

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Gains illustrated by SuccessMaker Mathematics Course and Skills Reports

Plan to Monitor Effectiveness of G4.B1.S1

SuccessMaker 6.0 Mathematics ILS

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Gains illustrated by SuccessMaker Mathematics Class Course reports

G4.B1.S2 After-school Tutoring program for Math Interventions to include Basic Math Facts practice.

Action Step 1

Before/After-school Tutoring Program for interventions in Mathematics

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

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

Student Mathematics performance- Math Fluency

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

Plan to Monitor Effectiveness of G4.B1.S2

Student Progress in Mathematics Interventions- Basic Facts ((+,-,x,/))

Person or Persons Responsible

Classroom Teachers/ SWST-MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

G4.B2 Parent Involvement and understanding of Mathematics shifts

G4.B2.S1 Parent Involvement Institute- Content Area Family Nights to support Math Standards understanding for parents/ guardians.

Action Step 1

Parent Involvement Institute- Training Sessions (Mathematics)

Person or Persons Responsible

Teacher, Parent Involvement Liaison

Target Dates or Schedule

During Content Area Family Nights

Evidence of Completion

Successnet, Parent Survey

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Parent Involvement Institute- Training Sessions (Mathematics)

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

During Content Area Family Nights

Evidence of Completion

Successnet, Parent Survey

Plan to Monitor Effectiveness of G4.B2.S1

Parent Involvement Institute- Training Sessions (Mathematics)

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

During Content Area Family Nights

Evidence of Completion

Successnet, Parent Survey

G5. By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Mathematics as measured by the FCAT 2.0 assessments.

G5.B1 Limited amount of time during the school day for direct interventions in fundamental math skills.

G5.B1.S1 Providing after-school tutoring with a focus on strengthening foundation skills supporting subgroups not achieving learning gains by extended the learning day.

Action Step 1

Before/ After-school Tutoring Program- Interventions for Subgroups in their mathematics skill deficit areas.

Person or Persons Responsible

Contracted Classroom Teachers

Target Dates or Schedule

2-4 times per week for 30 weeks morning and/or afternoon sessions.

Evidence of Completion

Analysis of Target Students; Performance on enVision Math assessments (weekly), SuccessMaker Math gains, District Benchmarks.

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

Additional interventions for Subgroups in their mathematics skill deficit areas.

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

4-6 weeks

Evidence of Completion

Analysis of Target Students; Performance on enVision Math assessments (weekly), SuccessMaker Math gains, District Benchmarks.

Plan to Monitor Effectiveness of G5.B1.S1

Additional interventions for Subgroups in their mathematics skill deficit areas.

Person or Persons Responsible

Tutoring Staff

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Analysis of Target Students; Performance on enVision Math assessments (weekly), SuccessMaker Math gains, District Benchmarks.

G5.B2 Lack of Mathematics fluency (+,-,x,/)

G5.B2.S1 SuccessMaker 6.0 Mathematics ILS

Action Step 1

SuccessMaker 6.0 Mathematics ILS- Specific practice and support in Math fluency.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Gains illustrated in SuccessMaker Mathematics Course and Skills Reports.

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

SuccessMaker 6.0 Mathematics ILS- Specific practice and support in Math fluency.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Gains illustrated in SuccessMaker Mathematics Course and Skills Reports.

Plan to Monitor Effectiveness of G5.B2.S1

SuccessMaker 6.0 Mathematics ILS- Specific practice and support in Math fluency.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Gains illustrated by SuccessMaker Mathematics Course Class reports in Math fluency (+,-,x,/))

G5.B2.S2 Before/ After-school Tutoring program for Mathematics interventions to include Basic Math facts practice and improved fluency.

Action Step 1

Addition Mathematics interventions in Mathematics skill deficits- Basic Math Facts (+,-,x,/))

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Student Mathematics Performance- Math fluency activities and practice.

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

Plan to Monitor Effectiveness of G5.B2.S2

Student Mathematics Performance- Math fluency activities and practice

Person or Persons Responsible

Classroom Teachers/ SWST-MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

G5.B3 Lack of Parent Involvement and Parent understanding of Mathematics shifts

G5.B3.S1 Parent Involvement Institute- Content Area Family Nights to Support Math Standards understanding for parents/ guardians.

Action Step 1

Parent Involvement Institute-Training sessions (Mathematics) Planning and development of sessions

Person or Persons Responsible

Teacher, Parent Involvement Liaison

Target Dates or Schedule

During Content Area Family Nights

Evidence of Completion

Plans and Presentation, Successnet, Parent Survey

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Parent Involvement Institute-Training sessions (Mathematics)

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

During Content Area Family Nights

Evidence of Completion

Plans and Presentation, Successnet, Parent Survey

Plan to Monitor Effectiveness of G5.B3.S1

Parent Involvement Institute-Training sessions (Mathematics)

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

On-going, During Content Area Family Nights

Evidence of Completion

Plans and Presentation, Successnet, Parent Survey

G6. By the year 2014, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Mathematics Grades 4 and 5.

G6.B1 Lack of Mathematics Fluency- Basic Facts (+,-,x,/))

G6.B1.S1 Use of SuccessMaker 6.0 Mathematics ILS that support basic mathematics facts.

Action Step 1

SuccessMaker 6.0 Mathematics ILS- Targeting Lowest quarter

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Gains illustrated in SuccessMaker Mathematics Course and Skills Reports in basic math facts (+,-,x,/))

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

SuccessMaker 6.0 Mathematics ILS- Lowest Quartile students

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Gains illustrated in SuccessMaker Mathematics Course and Skills Reports in basic math facts (+,-,x,/))

Plan to Monitor Effectiveness of G6.B1.S1

SuccessMaker 6.0 ILS- Monitor Lowest Quartile

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Gains illustrated in SuccessMaker Mathematics Class Course reports

G6.B1.S2 After-school tutoring program for Math Interventions to include Basic Math facts.

Action Step 1

Before/ After-school Tutoring Program- Interventions in Mathematics for Lowest quartile students with a focus on skill deficits in Basic Math Facts ((+,-,x,/))

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

4-6 Weeks

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark assessments, enVision assessments, Successnet.

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

Student Mathematics performance- Math fluency

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark assessments, enVision assessments, Successnet.

Plan to Monitor Effectiveness of G6.B1.S2

Student Progress in Mathematics Interventions- Basic Facts (+,-,x,/)

Person or Persons Responsible

Classroom Teachers/ SWST-MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark assessments, enVision assessments, Successnet.

G6.B2 Limited amount of time during school day for direct interventions in foundation skills.

G6.B2.S1 Providing After-school Tutoring with a focus on strengthening foundation skills to extend learning in Math for lowest-quartile students.

Action Step 1

Additional Interventions for lowest-quartile students skill deficit in foundation skills.

Person or Persons Responsible

Contracted Classroom Teachers

Target Dates or Schedule

2-4 times per week for 30 Weeks morning and/or afternoon sessions.

Evidence of Completion

Performance on Mathematics assessments including; district benchmarks, enVision assessments, SuccessMaker Math gains, Successnet

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

Student Mathematics performance- Foundation skills

Person or Persons Responsible

Tutoring Program Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Performance on Mathematics assessments including; district benchmarks, enVision assessments, SuccessMaker Math gains, Successnet

Plan to Monitor Effectiveness of G6.B2.S1

Student Progress in Mathematics- Closing the gap with Peers

Person or Persons Responsible

Classroom Teachers/ SWST-MTSS

Target Dates or Schedule

Monthly

Evidence of Completion

Performance on Mathematics assessments including; district benchmarks, enVision assessments, SuccessMaker Math gains, Successnet

G6.B3 Parent Involvement and Understanding of Mathematics shifts

G6.B3.S1 Parent Involvement Institute- Content Area Family Nights to support Math Standards understanding for parents and guardians.

Action Step 1

Parent Involvement Institute- Training Sessions (Mathematics)

Person or Persons Responsible

Teacher, Parent Involvement Liaison

Target Dates or Schedule

During Content Area Family Nights

Evidence of Completion

Successnet, Parent Surveys

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

Parent Involvement Institute- Training Sessions (Mathematics)

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

On-going, During Content Area Family Nights (Math focused)

Evidence of Completion

Successnet, Parent Surveys

Plan to Monitor Effectiveness of G6.B3.S1

Parent Involvement Institute- Training Sessions (Mathematics)

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

During Content Area Family Nights (Math Focused)

Evidence of Completion

Successnet, Parent Surveys

G7. By the year 2014, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments.

G7.B1 Lack of Inquiry Skills and questioning

G7.B1.S1 Use of Science informational text (Leveled Readers, Integrated Science content within Reading Wonders)

Action Step 1

Integrating Inquiry skills across the curriculum and build Scientific understanding using Science content and engaging in the Scientific method.

Person or Persons Responsible

Classroom Teachers, Science Lab Teacher

Target Dates or Schedule

Specials Science rotation and daily in classroom

Evidence of Completion

Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

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

Students engaging in Scientific content and using inquiry skills across the curriculum. Science being taught regularly with inquiry as common practice.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

Plan to Monitor Effectiveness of G7.B1.S1

Students engaging in Scientific content and using inquiry skills across the curriculum. Science being taught regularly with inquiry as common practice.

Person or Persons Responsible

Classroom Teachers and Science Lab Teacher

Target Dates or Schedule

Daily/ weekly

Evidence of Completion

Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

G7.B1.S2 Interactive Science Lab fostering Inquiry Skills and Scientific Method.

Action Step 1

Providing Science Lab Experiences for PreK-5 Students to practice Scientific discovery

Person or Persons Responsible

Science Lab Teacher

Target Dates or Schedule

Specials Rotation

Evidence of Completion

Student and Class Science Projects/ Activities

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

Implementation of Science discovery activities that allow for development and practice of Inquiry skills and questioning techniques.

Person or Persons Responsible

Science Lab Teacher/ Classroom Teachers

Target Dates or Schedule

Specials Rotation

Evidence of Completion

Student performance on Fusion assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

Plan to Monitor Effectiveness of G7.B1.S2

Students utilizing inquiry skills and scientific method when interacting in Science content.

Person or Persons Responsible

Classroom Teachers/ Science Lab Teacher

Target Dates or Schedule

Daily/ Week

Evidence of Completion

Student performance on Fusion assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

G7.B2 Need for Parent Involvement

G7.B2.S1 Content Area Family Nights (Science) and Parent Resource Library

Action Step 1

Parent Involvement Institute- Involve parents in Scientific understanding and Inquiry skills

Person or Persons Responsible

Classroom Teachers and Science Lab Teacher

Target Dates or Schedule

Quarterly/ annually

Evidence of Completion

Increased parent attendance to (Science) Content Area Family Nights, Student Performance in Florida Achieves and Science Fusion assessments.

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

Involve parents in Scientific understanding and Inquiry skills

Person or Persons Responsible

Classroom Teachers, Science Lab Teacher, Assistant Principal

Target Dates or Schedule

Quarterly / Annually

Evidence of Completion

Increased parent attendance to (Science) Content Area Family Nights, Student Performance in Florida Achieves and Science Fusion assessments.

Plan to Monitor Effectiveness of G7.B2.S1

Involve parents in Scientific understanding and Inquiry skills

Person or Persons Responsible

Classroom Teachers, Science Lab Teacher, Assistant Principal

Target Dates or Schedule

Quarterly / Annually

Evidence of Completion

Increased parent attendance to (Science) Content Area Family Nights, Student Performance in Florida Achieves and Science Fusion assessments.

G7.B3 Lack of Scientific vocabulary

G7.B3.S1 Intensive direct instruction and application of Science vocabulary terms using Fusion materials.

Action Step 1

Providing instruction and application of Science terminology.

Person or Persons Responsible

Classroom Teachers and Science Lab Teacher

Target Dates or Schedule

Daily and Science Rotation

Evidence of Completion

Florida Achieves and Science Fusion assessments

Plan to Monitor Fidelity of Implementation of G7.B3.S1

Providing instruction and application of Science terminology across curriculum and during lab times.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Florida Achieves and Science Fusion assessments

Plan to Monitor Effectiveness of G7.B3.S1

Providing instruction and application of Science terminology across curriculum and during lab times

Person or Persons Responsible

Classroom Teachers and Science Lab Teacher

Target Dates or Schedule

Daily and Science Rotations

Evidence of Completion

Science projects/ products, Florida Achieves and Science Fusion assessments

G8. By the year 2014, there will be a minimum of a 2% increase in the number of 4th Grade students demonstrating Writing proficiency scoring 3.0 or better on FCAT Writing essay.

G8.B1 Student time management during writing

G8.B1.S1 Use time practice and comparable prompts to help students manage the pace of writing.

Action Step 1

Students provided writing prompts (narrative and expository) after period of instruction on organizing ideas to better utilize time.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily/ Weekly

Evidence of Completion

Student performance on regular writing prompts.

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

Students provided writing prompts (narrative and expository) after period of instruction on organizing ideas to better utilize time.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Student performance on regular writing prompts. (Students completing the prompt writing in allowed time)

Plan to Monitor Effectiveness of G8.B1.S1

Students provided writing prompts (narrative and expository) after period of instruction on organizing ideas to better utilize time.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Student performance on regular writing prompts. (Students completing the prompt writing in allowed time)

G8.B2 Lack of consistency in using the essay frame

G8.B2.S1 Review and reteach the effective elements of writing while using the essay frame.

Action Step 1

Students consistently using the essay frame to respond to narrative/ expository prompts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily/ Weekly

Evidence of Completion

Student performance on regular writing prompts.- Use of essay frame to organize and structure the response.

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Students consistently using the essay frame to respond to narrative/ expository prompts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily/ Weekly

Evidence of Completion

Student performance on regular writing prompts.- Use of essay frame to organize and structure the response.

Plan to Monitor Effectiveness of G8.B2.S1

Students consistently using the essay frame to respond to narrative/ expository prompts.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student performance on regular writing prompts.- Use of essay frame to organize and structure the response.

G9. By the end of the 2013-2014 school year, 40% of our families completing the survey will indicate that they have participated in a training session or workshop designed to help parents support their child's school achievement.

G9.B1 Lack of transportation to and from school/ home

G9.B1.S1 Scheduling events at different times of the day and different days of the week to allow for arranging for transportation.

Action Step 1

Scheduling events that allow for transportation

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Calendar of Parent Training sessions

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

Scheduling events that allow for transportation

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Calendar of Parent Training sessions and attendance sheets from events.

Plan to Monitor Effectiveness of G9.B1.S1

Scheduling events that allow for transportation

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Calendar of Parent Training sessions and attendance sheets from events.

G9.B2 Language

G9.B2.S1 Connect Ed Messages sent in home Language and interpreter provided at events.

Action Step 1

Translating Parent involvement announcements and sending directly to family homes. (ConnectEd)

Person or Persons Responsible

ESOL Liaison and Interpreters.

Target Dates or Schedule

On-going

Evidence of Completion

ConnectEd Message

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Translating Parent involvement announcements and sending directly to family homes. Interpreters support communication between non-English speaking families and school personnel.

Person or Persons Responsible

Administration, ESOL Liaison, Interpreter

Target Dates or Schedule

On-going

Evidence of Completion

Surveys and Attendance sheets from Parent events.

Plan to Monitor Effectiveness of G9.B2.S1

Translating Parent involvement announcements and sending directly to family homes. Interpreters support communication between non-English speaking families and school personnel.

Person or Persons Responsible

Administration, ESOL Liaison, Interpreter

Target Dates or Schedule

On-going

Evidence of Completion

Surveys and Attendance sheets from Parent events.

G9.B3 Parent events conflict with other events.

G9.B3.S1 Schedule events at different times and days to offer options for families to attend Parent Involvement sessions.

Action Step 1

Offering multiple options for parents to attend Training Sessions (Content Area Family Nights)

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Attendance sheets and surveys from Content Area Family Nights and other parent involvement opportunities.

Plan to Monitor Fidelity of Implementation of G9.B3.S1

Offering multiple options for parents to attend Training Sessions (Content Area Family Nights)

Person or Persons Responsible

Administration and Parent Involvement Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Attendance Sheets and Surveys from Parent Involvement opportunities

Plan to Monitor Effectiveness of G9.B3.S1

Offering multiple options for parents to attend Training Sessions (Content Area Family Nights)

Person or Persons Responsible

Parent Involvement Liaison

Target Dates or Schedule

On-going

Evidence of Completion

Attendance sheets and surveys from Content Area Family Nights and other parent involvement opportunities.

Coordination and Integration

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

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

Title I is a federally funded program designed to address the academic needs of low performing students through additional academic support, parent trainings and staff development. Title I schools have a high percentage of economically disadvantaged students. Our goal is to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics.

The district supports a Migrant Identifier/Recruiter who provides referral services and support to migrant students and families. The ID & R person coordinates with the Title I and other programs to ensure student and family needs are met.

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Homeless education case managers provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program provides on-going outreach, training and tutoring.

SAI funds will be coordinated with Title I funds to provide supplemental instruction for Level 1 readers and support for teachers at Lamarque Elementary School.

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety.

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. By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.

G1.B3 Lack of exposure to Complex Text including Non-fiction materials.

G1.B3.S1 Site Based Professional Development and Book Studies- Providing staff with professional development (e.g. Harvey and Daniels, Inquiry Circles in Action, Working Memory: Instruction and Assessment.) and CPALMS "Content Complexity Ratings" to empower teachers to support students to meet the demands of elevated text. Common Core team training and support opportunities.

PD Opportunity 1

Site-based Professional Development and Book Studies (e.g. "Inquiry Circles in Action," "Working Memory,") and CPALMS training, Common Core Training/ Supports (Reading Goal)

Facilitator

Principal and Assistant Principal

Participants

Classroom Teachers K-5 to include all instructional support staff

Target Dates or Schedule

Ongoing training with Grade level and Vertical teams

Evidence of Completion

Surveys, Work Samples, Class Products

G2. By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FCAT 2.0 assessments.

G2.B3 Lack of exposure to Complex Text including Non-fiction materials.

G2.B3.S1 Site Based Professional Development and Book Studies- Providing staff with professional development (e.g. Harvey and Daniels, Inquiry Circles in Action, Working Memory: Instruction and Assessment.) and CPALMS "Content Complexity Ratings" to empower teachers to support students to meet the demands of elevated text. Common Core team training and support opportunities.

PD Opportunity 1

Site-based Professional Development and Book Studies (e.g. "Inquiry Circles in Action," "Working Memory,") and CPALMS training, Common Core Training/ Supports (Reading Subgroups)

Facilitator

Principal and Assistant Principal

Participants

Classroom Teachers and instructional support staff

Target Dates or Schedule

Ongoing training with Grade level and Vertical teams

Evidence of Completion

Surveys, Work Samples, Class Products

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.	\$48,000
G2.	By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FCAT 2.0 assessments.	\$68,000
G3.	By the year 2014, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Reading Grades 4 and 5.	\$60,000
G4.	By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.	\$40,000
G5.	By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Mathematics as measured by the FCAT 2.0 assessments.	\$30,000
G6.	By the year 2014, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Mathematics Grades 4 and 5.	\$30,000
G7.	By the year 2014, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments.	\$10,000
Total		\$286,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Evidence-Based Program	Total
Title I	\$240,000	\$0	\$30,000	\$270,000
SIP	\$0	\$16,000	\$0	\$16,000
Total	\$240,000	\$16,000	\$30,000	\$286,000

Budget Details

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

G1. By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.

G1.B1 Lack of reading application skills, comprehension, informational text, literary analysis.

G1.B1.S2 Before/ After-school Tutoring program for Intervention Grades 1-5

Action Step 1

Before/ After-school Tutoring Program for Interventions in Reading.

Resource Type

Personnel

Resource

Contracted Teachers for Before/After school services and materials to implement

Funding Source

Title I

Amount Needed

\$30,000

G1.B3 Lack of exposure to Complex Text including Non-fiction materials.

G1.B3.S1 Site Based Professional Development and Book Studies- Providing staff with professional development (e.g. Harvey and Daniels, Inquiry Circles in Action, Working Memory: Instruction and Assessment.) and CPALMS "Content Complexity Ratings" to empower teachers to support students to meet the demands of elevated text. Common Core team training and support opportunities.

Action Step 1

Site-based Professional Development and Book Studies (e.g. "Inquiry Circles in Action," "Working Memory,") and CPALMS training, Common Core Training/ Supports (Reading Goal)

Resource Type

Professional Development

Resource

Materials/ Books, Trainers, Stipends

Funding Source

SIP

Amount Needed

\$8,000

G1.B4 Lack of Parent Involvement in supporting reading at home

G1.B4.S1 Parent Involvement Institute- Content Area Family Nights to support reading at home and building critical thinkers/ critical readers..

Action Step 1

Parent Involvement Institute- Training Sessions (Reading/ ELA)

Resource Type

Personnel

Resource

Contracted Teachers for Parent Involvement Training- Reading/ ELA focus/ Related Materials

Funding Source

Title I

Amount Needed

\$10,000

G2. By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FCAT 2.0 assessments.

G2.B1 Lack of reading application skills, comprehension, informational text, literary analysis.

G2.B1.S2 Before/ Afterschool Tutoring Additional Intervention

Action Step 1

Before/ After-school Tutoring Program for Foundation Skills in Reading

Resource Type

Personnel

Resource

Contracted Teachers for Before/After school services and materials to implement

Funding Source

Title I

Amount Needed

\$30,000

G2.B2 Limited amount of time during school day for direct interventions in foundation skills.

G2.B2.S1 After-school Tutoring Program for interventions

Action Step 1

Before/ After-school Tutoring Program- Set up additional interventions in skill deficit areas for students in sub groups who perform below level in Reading

Resource Type

Personnel

Resource

Contracted Teachers for Before/After school services and materials to implement

Funding Source

Title I

Amount Needed

\$30,000

G2.B3 Lack of exposure to Complex Text including Non-fiction materials.

G2.B3.S1 Site Based Professional Development and Book Studies- Providing staff with professional development (e.g. Harvey and Daniels, Inquiry Circles in Action, Working Memory: Instruction and Assessment.) and CPALMS "Content Complexity Ratings" to empower teachers to support students to meet the demands of elevated text. Common Core team training and support opportunities.

Action Step 1

Site-based Professional Development and Book Studies (e.g. "Inquiry Circles in Action," "Working Memory,") and CPALMS training, Common Core Training/ Supports (Reading Subgroups)

Resource Type

Professional Development

Resource

Materials/ Books, Trainers, Stipends

Funding Source

SIP

Amount Needed

\$8,000

G3. By the year 2014, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Reading Grades 4 and 5.

G3.B1 Lack of reading application skills, comprehension, informational text, literary analysis.

G3.B1.S2 Providing After-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading

Action Step 1

Before/ After-school Tutoring Program for foundation skills in Reading (Lowest Quartile)

Resource Type

Personnel

Resource

Contracted Teachers for Before/After school services and materials to implement

Funding Source

Title I

Amount Needed

\$30,000

G3.B2 Limited amount of time during school day for direct interventions in foundation skills.

G3.B2.S1 Providing After-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading

Action Step 1

Before/ After-school Tutoring Program for reading interventions for Lowest Quartile student Skill Deficit

Resource Type

Personnel

Resource

Funding Source

Title I

Amount Needed

\$30,000

G4. By the year 2014, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FCAT 2.0 assessments.

G4.B1 Lack of Mathematics Fluency- Basic Facts

G4.B1.S2 After-school Tutoring program for Math Interventions to include Basic Math Facts practice.

Action Step 1

Before/After-school Tutoring Program for interventions in Mathematics

Resource Type

Personnel

Resource

Teachers to support event- Related Materials

Funding Source

Title I

Amount Needed

\$30,000

G4.B2 Parent Involvement and understanding of Mathematics shifts

G4.B2.S1 Parent Involvement Institute- Content Area Family Nights to support Math Standards understanding for parents/ guardians.

Action Step 1

Parent Involvement Institute- Training Sessions (Mathematics)

Resource Type

Personnel

Resource

Contracted Teachers for Parent Involvement Training- Mathematics Focus/ Related Materials

Funding Source

Title I

Amount Needed

\$10,000

G5. By the year 2014, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL) in Grades 4-5 demonstrating an annual learning gain in Mathematics as measured by the FCAT 2.0 assessments.

G5.B1 Limited amount of time during the school day for direct interventions in fundamental math skills.

G5.B1.S1 Providing after-school tutoring with a focus on strengthening foundation skills supporting subgroups not achieving learning gains by extended the learning day.

Action Step 1

Before/ After-school Tutoring Program- Interventions for Subgroups in their mathematics skill deficit areas.

Resource Type

Personnel

Resource

Contracted Teachers for Before/After school services and materials to implement

Funding Source

Title I

Amount Needed

\$30,000

G6. By the year 2014, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Mathematics Grades 4 and 5.

G6.B1 Lack of Mathematics Fluency- Basic Facts (+,-,x,/)

G6.B1.S2 After-school tutoring program for Math Interventions to include Basic Math facts.

Action Step 1

Before/ After-school Tutoring Program- Interventions in Mathematics for Lowest quartile students with a focus on skill deficits in Basic Math Facts ((+,-,x,/)

Resource Type

Evidence-Based Program

Resource

Teachers to support event- Related Materials

Funding Source

Title I

Amount Needed

\$30,000

G7. By the year 2014, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments.

G7.B2 Need for Parent Involvement

G7.B2.S1 Content Area Family Nights (Science) and Parent Resource Library

Action Step 1

Parent Involvement Institute- Involve parents in Scientific understanding and Inquiry skills

Resource Type

Personnel

Resource

Contracted Teachers for Parent Involvement Training- Science/ Inquiry Focus/ Related Materials

Funding Source

Title I

Amount Needed

\$10,000