
2013-2014 SCHOOL IMPROVEMENT PLAN

Dr N H Jones Elementary School

1900 SW 5TH ST
Ocala, FL 34471
352-671-7260

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 12%
Alternative/ESE Center No	Charter School No	Minority Rate 36%

School Grades History

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

Dr N H Jones Elementary School

Principal

Cheryl Laffey

School Advisory Council chair

Jodi Lane Wilson

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

Name	Title
Cheryl Laffey	Principal
Heather Guest	Assistant Principal
Gwen Sneed	Guidance Counselor
Nicole President	School Psychologist
Tara Diamond	Resource Compliance Specialist
Cynthia Levandowski	Reading Coach

District-Level Information

District

Marion

Superintendent

Mr. George D Tomin

Date of school board approval of SIP

11/12/2013

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

There are 16 members on the SAC. Of the 16, 2 are administrators, 2 are teachers, 1 is a business partner, and the rest are parents. Jodi-Lane Wilson is the Chairman, Kassie Kyler-Merchant is the Co-Chairman, and Melanie Slaughter is the Secretary.

Involvement of the SAC in the development of the SIP

The SAC is involved in the school improvement plan through the discussion of each of the goals during each of the meetings. The strategies and resources are discussed for each goal area. Discussion along with questions and answers are addressed to ensure parent understand of each goal area.

Activities of the SAC for the upcoming school year

The SAC will have four scheduled meetings for the upcoming year. The first meeting will be in October so that we can make an effort to solicit minority parents to meet the racial representation of our school. The other meetings will be in Nov., Mar., and May. At the meetings, we will review and discuss the School Improvement Plan and efforts being made to improve our students' academic performance.

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

No funds are available at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

The membership of Dr. N. H. Jones is not representative of the ethnic make-up of the school. We have a 65% majority and a 35% minority racial make-up for the school. We are endeavoring to recruit more minorities this year to represent the 35% minority population of our school.

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:

Cheryl Laffey

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

Bachelor of Arts Degree, Elementary Ed., U of F, 1972
Master of Education, Educational Leadership, U of F, 1993

Performance Record

Achieved a School Grade of A at 3 different schools over the 10-year period.

Anthony Elementary - 2003 - 2006

2004 Lev. 3+ R-85,M-78,W-75--LGR-76, M-79--25% R-83

2005 Lev. 3+ R-85,M-75,W-86--LGR-62,M-57--25% R-53

2006 Lev. 3+ R-87,M-82,W-83--LGR-67,M-78--25% R-73

Saddlewood Elementary 2006-2012

2007 Lev. 3+ R-80,M-80,W-76,Sc-43--LG R-72,M-77--25%
R-73,M-74

2008 Lev. 3+ R-75,M-78,W-73,Sc-34--LG

R-70,M-71--25%R-71,M-79

2009 Lev. 3+ R-81,M-83,W-92,Sc-52--LG R-74,M-78--25%
R-74,M-82

2010 Lev. 3+ R-74,M-79,W-78,Sc-40--LG R-66,M-64--25% R-62,
M-64

2011 Lev. 3+ R-80,M-84,W-80,Sc-39--LG

R-68,M-66--25%R-65,M-63

2012 Lev. 3+ R-65,M-73,W-82,Sc-49--LGR-78,M-81--25%
R-84,M-83

Dr. N. H. Jones Elementary

2013 Lev. 3+ R-94,M-96,W-80,Sc-98--LG R-83,M-84--25%
R84,M-83

Heather Guest

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Bachelor of Science, USF, 1994
Master of Education, USF, 2006

Performance Record

School Grade of A for all 3.5 years

2010 Lev. 3+ R-96,M-95,W-90,Sc83--LG R-83,M-72--25%
R-86,M-75

2011 Lev. 3+ R-97,M-96,W-90,Sc-91--LG R-74,M-76--25%
R-78,M-78

2012 Lev. 3+ R-95,M-93,W-93,Sc-96--LG R-86,M-78--25%
R-86,M-78

2013 Lev. 3+ R-94,M-96,W-80,Sc-98--LGR-83,M-84--25%
R-83,M-84

Asst Principal

Years as Administrator:

Years at Current School:

Credentials**Performance Record**

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Cynthia Levandowski**

Part-time / District-based

Years as Coach: 10

Years at Current School: 0

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

Bachelor of Science in Math/Science, 1991

Master of Science in Early Childhood Education, 1997

Performance Record

Mrs. Levandowski was the reading coach at 8th Street Elementary for 10 years. The school was an A school every year but for the year 2005. There were enough points to earn an A grade, but because the lowest 25% did not score above the 50th percentile, the school grade was reduced to a B grade.

Classroom Teachers**# of classroom teachers**

38

receiving effective rating or higher

38, 100%

Highly Qualified Teachers

100%

certified in-field

37, 97%

ESOL endorsed

17, 45%

reading endorsed

3, 8%

with advanced degrees

13, 34%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

3, 8%

with 6-14 years of experience

9, 24%

with 15 or more years of experience

26, 68%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

The Principal is responsible for recruiting highly qualified teachers. Intensive interviews are conducted with candidates expected to bring data reports to indicate successful student performance.

References are checked to determine indicators for highly effective teachers. Once teachers are hired, much support and mentoring is provided to ensure confidence and success. New teachers are assigned someone at that grade level to serve as their mentor to help answer questions about school policy and procedure. Teachers are encouraged to obtain additional certification and endorsement for both areas of gifted and reading endorsement.

Teacher Mentoring Program/Plan

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

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

We are a magnet school and have very few new teachers to our school. This year we have a teacher that is new to the school, but has four years of teaching experience in our district. We are assigning a mentor to her from her grade level that will work with the new teacher on school policies and procedures. Mrs. Jannissa Nettles-Brown will be the school mentor for Victoria Montigny. They have worked well together during the preschool time and feel very comfortable working with each other. Additionally, we have a couple of teachers who have changed grade level assignments so we have assigned them a mentor to facilitate their adjustment to that grade level: Brenda Winne, a veteran second grade teacher will mentor Denise Bizjack, who is also a veteran teacher, but is new to the second grade curriculum. Amy Micke, who has been teaching the self-contained 2nd grade class for several years, I will mentor Courtney Lewis, who is a veteran teacher, but new to the 2nd grade self-contained class.

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

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

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

The school-based leadership team consistently monitors student achievement data and provides intervention opportunities to students as needed. Frequent MTSS meetings are conducted to monitor targeted students' academic performance. Data results from classroom assessments, districts assessments, and teacher observations are compiled to ensure appropriate interventions are working. If data is not indicating evidence of success, new strategies will be developed.

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

Principal - responsible for data analysis and helping the school stakeholders develop goals in the School Improvement plan to address those areas of need. The principal also oversees the financial budgets to ensure all resources needed to meet individual student needs have been purchased. The principal is also responsible for establishing the agendas and recording notes from each of the MTSS meetings to ensure that follow-up and implementation of strategies are carried out.

The Assistant Principal and the Reading Coach work together to target students needing Tier 2 and Tier 3 interventions. The children's needs are addressed and monitored at the frequently scheduled MTSS meetings. Additionally, the people ensure that the teacher has made parent contact and that follow-up and support are being provided at home.

The Guidance Counselor is a very important member of the Leadership Team and ensures that if students need physical support, such as glasses, counseling, etc., that that service is provided as needed. The Counselor also ensures that any required paper work that needs to be done to continue the MTSS process is provided, submitted, and monitored for timely completion.

The School Psychologist is a member of the team to ensure that if there is a need for any additional testing, that it will be done in a timely manner.

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

There are monthly Leadership Team meetings that have a prepared agenda and a format for recording actions and follow-up activities. Additionally, our system uses a data management system, Performance Matters, that allows us to continually monitor student performance.

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

Marion County uses a variety of sources of data to progress monitor students. All data is warehouse in Performance Matters, which allows for easy disaggregation by ethnicity, soci-economics, ELL, ESE, teacher, and course. This data includes state assessments (FCAT, FAIR) as well as local assessments (Focus Calendar Assessments, Benchmark Assessments, Quarterly Demand Writing Assessments, Document Based Questions, Core Curriculum Reading and Math assessments, etc.) Performance Matters also allows for teacher comparison by student, standard, and demographics. Schools and districts are able to compare data as well as similar schools across the state. This year the district is adding a new reading analysis program called AIMSweb to help focus on students with reading deficiencies.

Discipline data is housed in the Student Management System (SMS) and can be disaggregated using an internal software (Custom Reports).

Tiered data can be found in Performance Matters where the intervention tier is identified and progress

monitoring notes are documented. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

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

Marion County will continue to provide professional development to school leadership and support the schools with bi-annual progress monitoring meetings with administration . Monthly meetings with school leadership provide opportunity for on-going professional development as well as small group breakout sessions specific to the Multi-Tiered Support System.

School level professional development is delivered during preschool, early release, and during breakout sessions during collaborative planning and faculty meetings. The MTSS problem solving teams meet regularly to look at data and develop on-going progress monitoring systems regarding implementation at the school site. Professional development is based on the needs of individuals at the school site and includes opportunities in technology, intervention strategies, and implementation of Common Core standards.

Literacy Leadership Team (LLT)

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

Name	Title
Cheryl Laffey	Principal
Heather Guest	Assistant Principal
Cynthia Levandowski	Reading Coach
Gwen Sneed	Guidance Counselor
Stephanie Simon	K-2 Common Core Lead Teacher for Literacy
Lori Fox	3-5 Common Core Lead Teacher for Literacy

How the school-based LLT functions

The LLT meets monthly to discuss implementation of the new Core Reading Series, targeted students, professional development opportunities, and student performance on assessments.

Major initiatives of the LLT

The major initiatives of the LLT this year is to facilitate successful implementation of the new Core Reading Series and to develop strategies to improve reading performance for students scoring Level 3 and above on the FCAT as well as improved performance for Reading Learning Gains.

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

Although we do not have a head start or a VPK program, we do work with private providers in facilitating the transitioning of our PreKindergarten students into our school. We have frequent parent meetings and prior to the first week of school, we have a special orientation evening for just our kindergarten parents. Prior to the start of school, we meet one-on-one with incoming student's parents to help parents work with their children during the summer to help improve their child's readiness skills.

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	93%	94%	Yes	94%
American Indian				
Asian	95%	89%	No	96%
Black/African American	85%	85%	Yes	87%
Hispanic	92%	93%	Yes	93%
White	96%	96%	Yes	96%
English language learners				
Students with disabilities	88%	95%	Yes	90%
Economically disadvantaged	87%	91%	Yes	88%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	16%	13%
Students scoring at or above Achievement Level 4	284	78%	83%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	203	83%	86%
Students in lowest 25% making learning gains (FCAT 2.0)	51	83%	86%

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)	660	100%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	660	100%	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	125	100%	100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	90	80%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	94%	96%	Yes	95%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American	85%	92%	Yes	87%
Hispanic	92%	100%	Yes	93%
White	96%	96%	Yes	96%
English language learners				
Students with disabilities	88%	100%	Yes	90%
Economically disadvantaged	89%	96%	Yes	90%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	22%	20%
Students scoring at or above Achievement Level 4	276	78%	80%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	206	84%	86%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	61	84%	86%

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	129	98%	98%
Students scoring at or above Achievement Level 4	104	98%	98%

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>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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	2	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	1	0%	0%
Students who are not proficient in reading by third grade	8	1%	0%
Students who receive two or more behavior referrals	36	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	4%	3%

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

We are not a Title I school, but are a magnet school and have outstanding parent involvement. Every year during the second week of school, we have a huge open house for our kindergarten parents. Each teacher prepares a power point and discusses curriculum issues and kindergarten activities for the entire school year. Each class has almost 100% participation.

After Labor day we have Open House for all the other grades, which also has a large participation rate. Classes throughout the year have special parent involvement events that provide parents many opportunities to visit and be present at the school. We have book clubs beginning in first grade where parents come weekly and conduct a book club of about 5-7 students. The parents read the books and prepare study activities for the students.

Because we have introduced a new reading and a math series, this year we will be having a Curriculum Night for Grades K-2 on Nov. 4, 2013 and for Grades 3-5 on Nov. 11, 2013.

Many of our parents volunteer in our mentoring program which targets students needing both academic and emotional support. Rosters of parents to students will be maintained to indicate parent involvement in school.

One hundred percent of parent/teacher conferences are attended by the parent or parents. We never have to send the social worker to ensure the parent attends.

There were 108 kindergarten students in kindergarten last year and all 108 attended the end of the year kindergarten bridging ceremony held off-campus. Our goal is to again meet that target for this year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
85% of the students parents will attend either the K-2 or the 3-5 Curriculum Night. 100% of parents will attended scheduled parent conferences. 100% of parents wil attend the Kindergarten Bridging Ceremony.	108	100%	85%%

Goals Summary

- G1.** Our goal is to maintain our high level of performance in science by maintaining the score of 98%.
- G2.** Students will improve reading learning goal by 3%.
- G3.** Our goal is to continue to meet or exceed our AMO in every subgroup. This year the only subgroup that did not meet or exceed its goal was the Asian subgroup. We will closely monitor that subgroup to ensure those students will be successful on the FCAT.
- G4.** Our goal is to maintain our high level of math performance by meeting or exceeding the 96th percentile. Our goal is to have our African American subgroup meet the AMO target of "High Performing Qualifying in Math" goal of 95%.
- G5.** Our goal is to improve the number achieving at the 3.5 and the 4.0 levels by 3%. 3.5 will increase to 83% and 4.0 will increase to 61%.

Goals Detail

G1. Our goal is to maintain our high level of performance in science by maintaining the score of 98%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- The district provides a classroom teacher that is our "Science Magnet Teacher" and the students receive a weekly lab in science beginning in Kindergarten and continuing through 5th grade. This Science Teacher writes grants each year to purchase materials for the lab to help in the exploration of science concepts. Parent donations are also provided to the Science Lab. The district also provides each year prior to the administration of the FCAT, a four-week program called "Science Simplified" that provides review of key science concepts. After the Science Benchmark is administered in Dec., money is used to purchase substitutes to cover the classroom teachers so that they can have a day of collaboration to review strengths and weaknesses as evidenced on the benchmark.

Targeted Barriers to Achieving the Goal

- Student reading of informational text. Understanding the abstract science concepts. Teaching, practice, and review of prerequisite science skills at the appropriate levels to facilitate the mastery of skills in 5th grade.

Plan to Monitor Progress Toward the Goal

Frequently administered District Focus Calendar Assessments will be monitored to determine student proficiency. All students in Grade 5 will develop a science project. The projects will be judged, graded, and showcased at the Marion County Science Showcase Night.

Person or Persons Responsible

Classroom Teachers Principal Assistant Principal

Target Dates or Schedule:

Performance Matters will be monitored frequently to determine students performance on the Focus Calendar Assessments.

Evidence of Completion:

The majority of the classes will score at or above the 80th percentile on the District Focus Calendar Assessments.

G2. Students will improve reading learning goal by 3%.

Targets Supported

Resources Available to Support the Goal

- Our new core reading program has an excellent intervention component that will help us provide reading support for our struggling readers. Additionally, our district has trained Lead Teachers for grades K-2 and 3-5 that will work with providing teachers support and training in the areas of Text Complexity, Text Dependent Questioning, and Close Reading. These strategies will help students be successful with more rigorous reading selections. The assessments within the reading program will also help with diagnosis of targeted reading vocabulary and comprehension skills. We have a .5 Reading Magnet teacher that will provide small group or one-on-one instruction for our targeted struggling students. Additionally, students needing more practice time will use the Successmaker computer lab before and after school. Our district has provided a .5 reading coach that will work with teachers in successful implementation of the new reading program and also targeting the appropriate resources to address individual student needs.

Targeted Barriers to Achieving the Goal

- Lack of time for teachers to spend providing small group or one-on-one support. Differentiating their instruction will be an obstacle for some teachers. Lack of time for teachers to explore the components of the new reading program. Lack of materials to provide guided practice for the various reading comprehension strategies.

Plan to Monitor Progress Toward the Goal

Improved performance on reading selection Increase in reading level on STAR report Increase in reading level on SRA Increase in reading level on AR

Person or Persons Responsible

Classroom Teacher Reading Remediation Teacher Principal Assistant Principal

Target Dates or Schedule:

Monthly End of each 9 week period After each Focus Calendar Assessment

Evidence of Completion:

Improved FCA performance Improved reading scores Improved reading grades Improved learning gains as indicated by FCAT 2.0 Reading Gains for 2013 school year

G3. Our goal is to continue to meet or exceed our AMO in every subgroup. This year the only subgroup that did not meet or exceed its goal was the Asian subgroup. We will closely monitor that subgroup to ensure those students will be successful on the FCAT.

Targets Supported

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

Resources Available to Support the Goal

- The district has provided a .5 Reading Coach to work with teachers to improve teaching strategies. The district has also purchased a newly adopted CORE Reading program that is being implemented in Grades K-5. Additionally, the school will purchase the REWARDS intervention program for students in Grade 3 to provide strategies for attacking multisyllabic words. To provide practice for addressing comprehension of non-fiction materials, the Scholastic News will be provided for Grades K-3; Grade 4 will use Florida Studies Weekly; and Grade 5 will use USA Studies Weekly. Students needing additional skill practice will participate in the Successmaker Lab before and after school.
- Internal Account funds will be used to provide an After School Tutoring program for all Level 1 and Level 2 students and those "bubble" students who need additional practice to avoid dropping back from Level 3 to Level 2.

Targeted Barriers to Achieving the Goal

- Teachers will encounter difficulties with the implementation of the newly adopted reading series. Professional Development needs to be provided to address all the components of the new reading program. Getting the targeted students to school early or getting them to stay late may be an issue for some parents.
- Participation in the after school tutoring program may not be feasible for all students due to lack of transportation.

Plan to Monitor Progress Toward the Goal

Unit or chapter assessments in Reading Program, Focus Calendar Assessments, Progress Reports, Report Card Grades.

Person or Persons Responsible

Classroom Teachers, Reading Coach, Administrators

Target Dates or Schedule:

Weekly or unit reading assessments, progress reports, Benchmark Assessment time, report card grades, quarterly STAR reports

Evidence of Completion:

Scoring at or above Level 3 on the FCAT.

G4. Our goal is to maintain our high level of math performance by meeting or exceeding the 96th percentile. Our goal is to have our African American subgroup meet the AMO target of "High Performing Qualifying in Math" goal of 95%.

Targets Supported

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

Resources Available to Support the Goal

- The district has purchased the updated Common Core series in the Go Math program. We will also purchase IXL math for all of our students to use for practice here and at home. All of the students in the gifted classes as well as other high performing math students will use the Accelerated Math program.

Targeted Barriers to Achieving the Goal

- One of our barriers will be having teachers unfamiliar with the new Common Core math standards for Grades K-5. Another barrier will be the students lack of mastery of their basic math facts.

Plan to Monitor Progress Toward the Goal

Classroom performance will be monitored to ensure students is making success. Parent conferences will be held for those students not make success. Intervention strategies will be planned for students not making success.

Person or Persons Responsible

Classroom Teacher Principal Assistant Principal

Target Dates or Schedule:

Weekly on classroom assessment, On completion of FCAs, after the District Benchmark Assessment

Evidence of Completion:

Improved classroom performance and improvement on other math support programs.

G5. Our goal is to improve the number achieving at the 3.5 and the 4.0 levels by 3%. 3.5 will increase to 83% and 4.0 will increase to 61%.

Targets Supported

- Writing

Resources Available to Support the Goal

- The newly adopted reading series has a strong Reading/Writing Workshop component that the teachers will be using to improve the students' writing skills. Teachers will be working with their students with strategies to implement the use of DBQ (Document Based Questions) or evidence based questions. Teachers will receive training on how to implement strategies using Text-Dependent Questions. Our focus this year is to use more details in both the narrative and the expository writing selections. District based training will again be provided for our teachers in 4th grade to help them identify what a Level 4.0 and above writing look like.

Targeted Barriers to Achieving the Goal

- Time to explore the new reading series to find the best way to use the RWW (Reading, Writing Workshop) instructional component of the new reading series. Time to grade papers to look for common strands of areas that students need to work on. Time in the instructional day to ensure that the writing skills are being properly addressed.

Plan to Monitor Progress Toward the Goal

Collaboration meetings to analyze student writing samples to determine strengths and weaknesses. Strategies will be implemented to address areas of weakness. Reading Coach will work with teachers to implement strategies and model for teachers ways to work one-on-one with students to improve writing performance.

Person or Persons Responsible

Classroom Teachers Reading Coach Assistant Principal Principal

Target Dates or Schedule:

Bi-weekly collaboration meetings with teachers to examine writing samples and discuss writing strategies.

Evidence of Completion:

Improved demand writing papers, writing samples and FCAT 2.0 test results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal is to maintain our high level of performance in science by maintaining the score of 98%.

G1.B1 Student reading of informational text. Understanding the abstract science concepts. Teaching, practice, and review of prerequisite science skills at the appropriate levels to facilitate the mastery of skills in 5th grade.

G1.B1.S1 Leveled Readers for the National Geographic Science program have been purchased for Grades 3-5 to assist students with guided reading of informational text. The new Wonders reading series addresses strategies for reading informational text and writing answers to questions using evidenced based information. All 5th grade teachers will use the district prepared Science Simplified program four weeks prior to FCAT testing. All students in Grades K-5 will visit the science lab each week. Grades K-5 will use the district prepared Science Labs that have been embedded into the instructional calendars.

Action Step 1

National Geographic Science Leveled Readers will be used in guided reading groups during the reading block to assist students with comprehending science concepts in informational text. "Science Simplified" will be used with all 5th grade students.

Person or Persons Responsible

Classroom Teachers Reading Coach

Target Dates or Schedule

Nat. Geo Science Leveled Readers will be used frequently to reinforce the reading and understanding of science concepts. Science Simplified will be used four weeks prior to the administration of the Science FCAT.

Evidence of Completion

Reading Grades Science Projects Science FCAs

Action Step 2

The results of the District Science Benchmark Assessments will be analyzed to determine class and individual students strengths and weaknesses.

Person or Persons Responsible

Classroom Teachers Principal Assistant Principal

Target Dates or Schedule

Jan., 2014

Evidence of Completion

Each teacher will develop an Action Plan to address their class's areas of weakness.

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

Classroom Walkthroughs to observe instruction using the Nat. Geo Science Leveled Readers and the Science Simplified Labs.

Person or Persons Responsible

Principal Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Improved reading grades and science grades.

Plan to Monitor Effectiveness of G1.B1.S1

Science Benchmark Assessment will be compared with the previous year's data to determine if students are on target to perform at the same level of proficiency.

Person or Persons Responsible

Classroom Teachers Principal Assistant Principal

Target Dates or Schedule

Jan., 2014

Evidence of Completion

Science Benchmark testing scores

G2. Students will improve reading learning goal by 3%.

G2.B1 Lack of time for teachers to spend providing small group or one-on-one support. Differentiating their instruction will be an obstacle for some teachers. Lack of time for teachers to explore the components of the new reading program. Lack of materials to provide guided practice for the various reading comprehension strategies.

G2.B1.S1 A .5 district provided Reading Remediation Teacher will work in small group or one-on-one with targeted students in Grades 3-5. Reading intervention strategies will be used to meet student needs. The district is providing several reading intervention programs such as REWARDS and Corrective Reading that will be used to work in small group with students. Training by district personnel in how to Differentiate reading instruction was provided the first day of preschool. Teachers were given ideas of ways to differentiate their instruction to meet the needs of all of their students. Reading materials, i. e. SRA kits, etc. will be purchased to help provide teachers with support materials that address text complexity and test-dependent questions. Exploration and examination of the newly adopted CORE reading program will be provided through the assistance of the .5 district provided Reading Coach. The Reading Coach receives professional development every Friday on different components of the reading program that will then be imparted to the teacher during their collaboration times. The consultant from the reading program will meet frequently throughout the year with the teachers to alleviate any frustrations they may have with the implementation of the new program.

Action Step 1

Scheduled meetings to address components of reading program Purchase of materials to support rigor of reading strategies Follow-up with observations of differentiating instruction

Person or Persons Responsible

Reading Remediation Teacher Reading Coach Principal Assistant Principal District Personnel

Target Dates or Schedule

Regularly scheduled collaboration times Classroom modeling Classroom visits Scheduled observations

Evidence of Completion

Monitoring through Performance Matters of reading selection tests, Focus Calendar Assessments, and Benchmark Assessments STAR reading results Accelerated Reading results FCAT 2.0 Results

Facilitator:

District trained ELA teachers District Reading Support Personnel School-based Reading Coach Consultant provided by Reading series

Participants:

Reading Remediation Teacher Reading Coach Principal Assistant Principal District Personnel

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

Frequent Collaboration Meetings Literacy Team Meetings

Person or Persons Responsible

Reading Coach classroom visits Principal and Assistant Principal Walkthroughs and Observations

Target Dates or Schedule

Monthly Multi-tiered Support System meetings for targeted students Progress reports and end of each 9 week period Weekly reading assessments

Evidence of Completion

Progress Reports Report Cards Reading Selection Tests Focus Calendar Assessments Benchmark Assessments FCAT 2.0 Assessment

Plan to Monitor Effectiveness of G2.B1.S1

Progress monitoring by classroom teachers and administration

Person or Persons Responsible

Classroom Teacher Reading Remediation Teacher Reading Coach Principal Assistant Principal

Target Dates or Schedule

Monthly Multi-tiered Support System meetings Frequent monitoring of students in Performance Matters

Evidence of Completion

Progress reports Report Cards Reading Selection Tests Focus Calendar Assessments Benchmark Assessments FCAT 2.0 Assessment

G3. Our goal is to continue to meet or exceed our AMO in every subgroup. This year the only subgroup that did not meet or exceed its goal was the Asian subgroup. We will closely monitor that subgroup to ensure those students will be successful on the FCAT.

G3.B1 Teachers will encounter difficulties with the implementation of the newly adopted reading series. Professional Development needs to be provided to address all the components of the new reading program. Getting the targeted students to school early or getting them to stay late may be an issue for some parents.

G3.B1.S1 The Reading Coach will participate in Professional Development about the newly adopted reading program every Friday. The information or strategies learned will then be imparted to the teachers the next week at the weekly Grade Level Collaboration meetings. The Reading Coach will also work in individual classrooms to address differentiating instruction and customizing interventions to address individual student needs. Students attending the after school Extended Day program will be targeted first for participation in the Successmaker Lab. Students that are car riders will also be targeted to encourage their parents to get them to school early or to come later to pick them up so they can participate in the lab.

Action Step 1

Strategies for successful implementation of the new reading series. Comprehension strategies, differentiation of instruction, and increased rigor of reading program.

Person or Persons Responsible

Reading Coach, Principal, Assistant Principal, Classroom Teachers

Target Dates or Schedule

Bi-weekly Collaboration Meetings

Evidence of Completion

Sign-in sheets, MIP rosters, Work Samples assigned during trainings.

Facilitator:

Participants:

Reading Coach, Principal, Assistant Principal, Classroom Teachers

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

Activities for follow-up will be planned and monitored.

Person or Persons Responsible

Reading Coach, Administrators will maintain sign-in sheets

Target Dates or Schedule

At Early Release trainings, Collaboration meetings, and professional development opportunities

Evidence of Completion

Activities must be turned in to Lead Teachers, Reading Coach, or Administrators.

Plan to Monitor Effectiveness of G3.B1.S1

Unit tests, Benchmark tests, Focus Calendar Assessments, Report Card Grades, FCAT Scores

Person or Persons Responsible

Classroom teachers, Reading Coach, Administrators

Target Dates or Schedule

Classroom walkthroughs, evaluations, grade level meetings, inservice trainings

Evidence of Completion

Benchmark Scores and FCAT Scores

G4. Our goal is to maintain our high level of math performance by meeting or exceeding the 96th percentile. Our goal is to have our African American subgroup meet the AMO target of "High Performing Qualifying in Math" goal of 95%.

G4.B1 One of our barriers will be having teachers unfamiliar with the new Common Core math standards for Grades K-5. Another barrier will be the students lack of mastery of their basic math facts.

G4.B1.S1 Training in the implementation of the new math standards will be provided during frequently scheduled collaboration planning times. Competitions for students to master math facts will be held from class to class and school wide. IXL guidelines will be established and monitored to ensure students are using this practice tool. Accelerated math reports will be examined to determine student growth and progress. Math Lead teachers will meet with K-2 and 3-5 grade levels on Early Release days to discuss math strategies. Teachers will watch Moodles to learn strategies and then follow-up discussions and activities will be conducted.

Action Step 1

Professional development through Moodles and follow-up sessions with Math Lead Teachers. Discussions of activities in collaboration meetings. Examination of math results from Focus Calendar Assessments and math curriculum assessments.

Person or Persons Responsible

Math Lead Teachers Principal Assistant Principal

Target Dates or Schedule

Early Release Days Collaboration Meetings

Evidence of Completion

Math Unit Tests Focus Calendar Assessments Math Benchmark Assessments FCAT 2.0 Math results

Facilitator:

School-based Math Lead Teachers for Grades K-2 and Grades 3-5

Participants:

All classroom teachers.

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

Power Teacher Grade Book, Performance Matters, IXL reports, Accelerated Math reports, FASTmath, and AIMSweb reports will be frequently monitored to determine student success. The Math Benchmark Assessment will be analyzed to determine if students are below, at, or above their projected target.

Person or Persons Responsible

Assistant Principal Principal Classroom Teachers

Target Dates or Schedule

At progress report time, report card time, as well as weekly IXL and AR math reports. AIMS web monitoring will be done three times per year. The District Math Benchmark Assessment will be administered in Dec., 2013.

Evidence of Completion

Grade books reports, Performance Matter Reports, IXL reports, AR Math reports, FASTmath reports, AIMSweb reports and the Math Benchmark Assessment reports.

Plan to Monitor Effectiveness of G4.B1.S1

Targeted students will be discussed in frequent Progress Monitoring meetings. Interventions such as small group instruction, one-on-one instruction, before and after school Successmaker time will be provided for targeted students to provide opportunities for improvement.

Person or Persons Responsible

Classroom Teachers Principal Assistant Principal Guidance Counselor

Target Dates or Schedule

Monthly at Synergy Team meetings Quarterly at PMP meetings Weekly in the classroom

Evidence of Completion

Grades, IXL reports, AR Math reports, Focus Calendar Assessment results, Math Benchmark Assessment results

G5. Our goal is to improve the number achieving at the 3.5 and the 4.0 levels by 3%. 3.5 will increase to 83% and 4.0 will increase to 61%.

G5.B1 Time to explore the new reading series to find the best way to use the RWW (Reading, Writing Workshop) instructional component of the new reading series. Time to grade papers to look for common strands of areas that students need to work on. Time in the instructional day to ensure that the writing skills are being properly addressed.

G5.B1.S1 Training for successful ways to implement the new Reading, Writing, Workshop component will be shared during bi-monthly collaboration meetings. The Reading Coach will also work with teachers one-on-one in the classrooms to implement effective writing strategies. Teachers will score papers collectively to ensure calibration is on target. Areas of concentration will be targeted to help plan instruction before the each demand writing activity. District staff will meet with 4th grade teachers to review state rubrics and writing samples. Lesson plans will include writing activities and strategies to ensure the instruction is being carried out in a systematic way.

Action Step 1

Scoring of papers to ensure calibration Training on state rubrics and anchor papers by district writing specialists Professional development on use of Reading, Writing Workshop component of reading program

Person or Persons Responsible

Classroom Teacher Reading Coach Assistant Principal Principal

Target Dates or Schedule

Quarterly for grading of demand writings Weekly for checking of plans Annually for training by district staff

Evidence of Completion

Improved demand writing papers Classroom writing samples FCAT 2.0 Writing results for 2014

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

Demand writings will be analyzed to target specific areas of weakness. Student papers from 2012-2013 will be examined for exemplars to be used to demonstrate samples to address rubrics. District personnel will work with teachers on calibration and strategies for meeting the state rubrics.

Person or Persons Responsible

Principal Assistant Principal Reading Coach Classroom Teacher

Target Dates or Schedule

Demand writings are given quarterly and will be collaboratively scored to look for areas of strength and weaknesses. Writing samples from the Reading series component, the Reading/Writing Workshop, will be examined to look for examples of ways to meet the required rubrics. The district will provide follow-up and review training on anchor papers to make sure teachers understand what each level of score looks like.

Evidence of Completion

Students improved scores for each demand writing. Final results on the FCAT 2.0 Writing assessment

Plan to Monitor Effectiveness of G5.B1.S1

The results from the Demand Writings will be examined to determine student growth, strengths, and weaknesses. Writing samples will be collected from evidenced based writing that will be done in the new reading program. Four weeks prior to the FCAT 2.0 Assessment in Feb., students will do a weekly demand writing to improve weak areas as evidenced in their writing samples. Students demonstrated an acute need of improvement will be invited to an after school tutoring program twice a week for four weeks.

Person or Persons Responsible

Classroom Teachers Reading Coach Assistant Principal Principal

Target Dates or Schedule

Sept. 12 - 1st Demand Writing Nov. 21 - 2nd Demand Writing Nov. 12 - District Personnel working with 4th grade teachers on state anchor papers

Evidence of Completion

Improved Demand Writing Scores FCAT 2.0 Writing results

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 Part A: We are a non Title I School and receive no Title I funding.

Title I - Part C: Migrant Program: In the event our school receives any migrant children, we will coordinate with the district to meet these students' needs.

Title I - Part D: Neglected and Delinquent: Our guidance department addresses all social and economic needs of our students.

Title II - Part A: District provides staff development activities to improve basic educational programs and assistance to administrators and teachers in meeting highly qualified status.

Title III - Part A: Services are provided through the District for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (clothing, school supplies, social services, referrals...)for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. Dr. N. H. Jones Elementary uses its SAI dollars to fund the Dean and Guidance Counselor positions to provide both social and emotional support to our students.

Exceptional Students Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee our school health clinic.

Voluntary Pre-Kindergarten Program: State funded Pre-K programs are advertised to encourage parents to take advantage of this readiness program.

Law Enforcement - Ocala Police Department and Marion County Sheriff's Department: Dr. N. H. Jones participates in the Drug Awareness Resistance Education (D. A. R. E.) program annually that is sponsored by the local Ocala Police Department.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Students will improve reading learning goal by 3%.

G2.B1 Lack of time for teachers to spend providing small group or one-on-one support. Differentiating their instruction will be an obstacle for some teachers. Lack of time for teachers to explore the components of the new reading program. Lack of materials to provide guided practice for the various reading comprehension strategies.

G2.B1.S1 A .5 district provided Reading Remediation Teacher will work in small group or one-on-one with targeted students in Grades 3-5. Reading intervention strategies will be used to meet student needs. The district is providing several reading intervention programs such as REWARDS and Corrective Reading that will be used to work in small group with students. Training by district personnel in how to Differentiate reading instruction was provided the first day of preschool. Teachers were given ideas of ways to differentiate their instruction to meet the needs of all of their students. Reading materials, i. e. SRA kits, etc. will be purchased to help provide teachers with support materials that address text complexity and test-dependent questions. Exploration and examination of the newly adopted CORE reading program will be provided through the assistance of the .5 district provided Reading Coach. The Reading Coach receives professional development every Friday on different components of the reading program that will then be imparted to the teacher during their collaboration times. The consultant from the reading program will meet frequently throughout the year with the teachers to alleviate any frustrations they may have with the implementation of the new program.

PD Opportunity 1

Scheduled meetings to address components of reading program Purchase of materials to support rigor of reading strategies Follow-up with observations of differentiating instruction

Facilitator

District trained ELA teachers District Reading Support Personnel School-based Reading Coach Consultant provided by Reading series

Participants

Reading Remediation Teacher Reading Coach Principal Assistant Principal District Personnel

Target Dates or Schedule

Regularly scheduled collaboration times Classroom modeling Classroom visits Scheduled observations

Evidence of Completion

Monitoring through Performance Matters of reading selection tests, Focus Calendar Assessments, and Benchmark Assessments STAR reading results Accelerated Reading results FCAT 2.0 Results

G3. Our goal is to continue to meet or exceed our AMO in every subgroup. This year the only subgroup that did not meet or exceed its goal was the Asian subgroup. We will closely monitor that subgroup to ensure those students will be successful on the FCAT.

G3.B1 Teachers will encounter difficulties with the implementation of the newly adopted reading series. Professional Development needs to be provided to address all the components of the new reading program. Getting the targeted students to school early or getting them to stay late may be an issue for some parents.

G3.B1.S1 The Reading Coach will participate in Professional Development about the newly adopted reading program every Friday. The information or strategies learned will then be imparted to the teachers the next week at the weekly Grade Level Collaboration meetings. The Reading Coach will also work in individual classrooms to address differentiating instruction and customizing interventions to address individual student needs. Students attending the after school Extended Day program will be targeted first for participation in the Successmaker Lab. Students that are car riders will also be targeted to encourage their parents to get them to school early or to come later to pick them up so they can participate in the lab.

PD Opportunity 1

Strategies for successful implementation of the new reading series. Comprehension strategies, differentiation of instruction, and increased rigor of reading program.

Facilitator

Participants

Reading Coach, Principal, Assistant Principal, Classroom Teachers

Target Dates or Schedule

Bi-weekly Collaboration Meetings

Evidence of Completion

Sign-in sheets, MIP rosters, Work Samples assigned during trainings.

G4. Our goal is to maintain our high level of math performance by meeting or exceeding the 96th percentile. Our goal is to have our African American subgroup meet the AMO target of "High Performing Qualifying in Math" goal of 95%.

G4.B1 One of our barriers will be having teachers unfamiliar with the new Common Core math standards for Grades K-5. Another barrier will be the students lack of mastery of their basic math facts.

G4.B1.S1 Training in the implementation of the new math standards will be provided during frequently scheduled collaboration planning times. Competitions for students to master math facts will be held from class to class and school wide. IXL guidelines will be established and monitored to ensure students are using this practice tool. Accelerated math reports will be examined to determine student growth and progress. Math Lead teachers will meet with K-2 and 3-5 grade levels on Early Release days to discuss math strategies. Teachers will watch Moodles to learn strategies and then follow-up discussions and activities will be conducted.

PD Opportunity 1

Professional development through Moodles and follow-up sessions with Math Lead Teachers. Discussions of activities in collaboration meetings. Examination of math results from Focus Calendar Assessments and math curriculum assessments.

Facilitator

School-based Math Lead Teachers for Grades K-2 and Grades 3-5

Participants

All classroom teachers.

Target Dates or Schedule

Early Release Days Collaboration Meetings

Evidence of Completion

Math Unit Tests Focus Calendar Assessments Math Benchmark Assessments FCAT 2.0 Math results