

2013-2014 SCHOOL IMPROVEMENT PLAN

Sparr Elementary School

2525 E HWY 329
Anthony, FL 32617
352-671-6060

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
56%

Alternative/ESE Center
No

Charter School
No

Minority Rate
38%

School Grades History

2013-14
D

2012-13
C

2011-12
B

2010-11
B

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
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Sparr Elementary School

Principal

Patricia Hornsby

School Advisory Council chair

Jessica Jones

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

Name	Title
Wendy Moffett	Assistant Principal
Jennifer Sagendorph	Dean of Students
Angela Stein	Reading Coach
Kimi West	Guidance Counselor

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

SAC Chair: Jessica Jones

SAC Members:

Patricia Hornsby- Principal

Wendy Moffett- AP

Angela Stein- Reading Coach

Jennifer Sagendorph-Dean

Dolores Urso-4th grade teacher

Sam Howard-Business Partner

Ron Crawford- School Board Member

Involvement of the SAC in the development of the SIP

Gave input at end of year meeting. Helped edit and revise as needed.

Activities of the SAC for the upcoming school year

Help plan and implement instructional improvement strategies. Monitor progress of goals. Share progress with stakeholders. Determine use of funds.

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

SAC has \$250 for school improvement, which will be used for reading materials for the media center.

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:**Patricia Hornsby**

Principal

Years as Administrator: 16

Years at Current School: 1

Credentials

Educational Specialist in Educational Leadership
M.Ed.-Educational Leadership
BA-Special Education

Performance Record

Assistant Principal-Sunrise Elementary
2005 School Grade=C
Principal Dunnellon Elementary
2006 School Grade= B (100%) met AYP
2007 School Grade=A (100%) met AYP
2008 School Grade= C (92%) did not meet AYP Rdg or Math w/
SWDs or with Writing
2009 School Grade= A (90%) did not meet AYP in Rdg for SWDs;
or in Math-Blck, Ed & SWDs
2010 School Grade= B (95%) did not meet AYP in rd for ED
students
Principal Marion Oaks Elementary
2011 School Grade= C did not meet AYP
2012 School School Grade= C
2013 School Grade=D

Wendy Moffett		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Bachelor of Science in Health Science Education, University of Florida Master of Education in Educational Leadership, St. Leo University K-12 Health Certification K-12 ESE Certification K-12 Education Leadership Certification	
Performance Record	Sparr Elementary School 2012-13 School Grade=C	

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Angela Stein		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, Data	
Credentials	B.A. Elementary Education, Saint Leo University, Conferred January 2005 M.A. Educational Leadership, Saint Leo University, Conferred February 2007	
Performance Record	2010 - Horizon Academy - Classroom Teacher - Grade C - Did not make AYP in reading or math in ED, ELL, or SWD 2011 - Marion Oaks Elementary- Classroom Teacher - Grade C - Did not make AYP in reading or math in ED, ELL, or SWD 2012 - Marion Oaks Elementary- Classroom Teacher - Grade C - Did not make AYP in reading or math in ED, ELL, or SWD 2013 - Marion Oaks Elementary- Classroom Teacher - Grade D - Did not make AYP in reading or math in ED, ELL, or SWD	

Jennifer Sagendorph

Full-time / School-based

Years as Coach: 4

Years at Current School: 1

Areas

Mathematics, Science, Data

Credentials

Master of Education in Education Leadership, American College of Education
 Bachelor of Arts in Elementary Education and Spanish
 Minor in Spanish Speaking Children
 ESOL Endorsed
 K-12 Educational Leadership Certification
 K-6 Elementary Education Certification
 Middle Grades Integrated Certification

Performance Record**Classroom Teachers****# of classroom teachers**

21

receiving effective rating or higher

0%

Highly Qualified Teachers

95%

certified in-field

20, 95%

ESOL endorsed

11, 52%

reading endorsed

11, 52%

with advanced degrees

6, 29%

National Board Certified

, 0%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

11, 52%

with 15 or more years of experience

10, 48%

Education Paraprofessionals

of paraprofessionals

7

Highly Qualified

100, 1429%

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

2

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 school administration will assign mentors and provide continuous staff development training at the school and district level.

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 instructional staff members will be assigned a mentor who has completed the Clinical Educator training through MCPS. The mentor and mentee will meet on a regular basis, classroom observations will be conducted by the mentor and administrators to provide evaluative feedback. Student achievement data will be collected and discussed for progress monitoring to ensure effective teaching strategies are being utilized during instruction. Academic coaches will provide assistance with implementation of district and site based programs.

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 identifies areas in need of improvement and sets annual goals based upon student achievement data. An action plan is then created. The team meets bi-weekly to set goals for groups of students receiving similar Tier 2 and Tier 3 interventions and monitor progress. The leadership team holds monthly data meetings with instructional staff to monitor student growth.

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

The school-based "Synergy" team consists of Principal, Assistant Principal, Guidance Counselor, Reading Coach, Math & Science Coach, Dean of Students, School Psychologist, Behavior Specialist, Resource Compliance Specialist, and School Social Worker.

The team is responsible for gathering & interpreting progress monitoring data, develop & implement an action plan based on the data, monitors progress, provides professional development, and communicates student needs with teachers and parents.

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

The team accesses Performance Matters bi-weekly to monitor input of intervention data. Administrators conduct regular observations of intervention groups. Fidelity logs are completed by interventionists daily.

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 core instruction is monitored through regular performance checks including Mastery Checks at end of each unit in Reading and Math, Focus Calendar Assessments in Reading, Math, and Science. Demand Writings are given quarterly to assess the effectiveness of the Writing Curriculum. The District Benchmark Assessment is given in Reading & Math in December to assess areas of strengths and weaknesses for individual students. Universal screening is done through AIMSWeb three times per year to monitor progress in Reading and Math.

Performance Matters is used to monitor effectiveness of intervention programs in Reading, Math, and behavior. Attendance is monitored through SMS and Child Study Meetings are held for students with attendance issues.

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

All staff received training in all components of MTSS. MTSS meetings based on the outcome of problem solving "Synergy" Team meetings are held on a monthly basis. The team provides information and training for parents at the School Advisory Council meetings. An MTSS overview is provided at the annual Title I parent meeting and presented at the parent Open House.

Literacy Leadership Team (LLT)

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

Name	Title
Patricia Hornsby	Principal
Wendy Moffett	Assistant Principal
Angela Stein	Reading Coach
Dolores Urso	ELA Lead Teacher
Karen Welch	ELA Lead Teacher

How the school-based LLT functions

The LLT meets monthly to review programs, disaggregate reading/writing data, and implement literacy strategies which will positively impact all students K-5. The Reading Coach will facilitate the meetings, provide reading/writing resources, monitor programs and analyze data, and model effective literacy strategies in classrooms.

Major initiatives of the LLT

Intervention programs will be aligned with specific student needs through the use of AIMSWeb. The new Wonders reading series will be implemented, which aligns the curriculum with Common Core. The LLT will assist with effective implementation of Common Core standards.

Every Teacher Contributes to Reading Instruction

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

The master schedule includes a specific literacy block for each teacher and a specific block of time for Immediate Intensive Intervention daily. Frequent walk-throughs and observations are conducted by administrators and coaches to monitor fidelity of instruction during these blocks of time. Data is analyzed to determine effectiveness of instructional programs and interventions.

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

Florida's Voluntary Pre-K, Headstart and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early academic skills. A Title I Four-Year-Old preschool program is currently in place during the regular term and summer months (VPK) to facilitate successful transition to Kindergarten. The TERA-e (Test of Early Reading Abilities) is administered to identify school readiness levels.

Stagger start is a district initiative to assist Kindergarten students in transitioning into elementary school. During this time one third of the kindergarten population attends school for the first three days. This allows the staff to administer assessments, observe students, and eliminate anxiety. When students enter Kindergarten they are assessed on 7 developmental areas using FLKRS.

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	58%	41%	No	63%
American Indian		0%		
Asian		0%		
Black/African American	47%	29%	No	52%
Hispanic		27%		
White	63%	48%	No	67%
English language learners		0%		
Students with disabilities	36%	32%	No	42%
Economically disadvantaged	55%	43%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	23%	33%
Students scoring at or above Achievement Level 4	22	15%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	78	53%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	18	50%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	15	100%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	100%	100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	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	[data excluded for privacy reasons]		31%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		

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	63%	51%	No	66%
American Indian		0%		
Asian		0%		
Black/African American	51%	36%	No	56%
Hispanic		45%		
White	68%	58%	No	72%
English language learners		0%		
Students with disabilities	47%	42%	No	52%
Economically disadvantaged	61%	51%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	31%	41%
Students scoring at or above Achievement Level 4	24	16%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	77	51%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	61%	71%

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	17	29%	39%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		18%

Florida Alternate Assessment (FAA)

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

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)	7		13
Participation in STEM-related experiences provided for students	210	60%	80%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	0%
Students who are not proficient in reading by third grade	8	4%	2%
Students who receive two or more behavior referrals	19	5%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	36	10%	5%

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

Parents will be involved by participating in:
 Trainings
 Evening Academic Events
 Joining PTO and/or SAC
 Volunteering

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
65% of the parent population will participate in parental involvement activities/trainings.	193	55%	65%

Goals Summary

- G1.** 60% of students in the lowest quartile will make learning gains by showing one year's growth.
- G2.** The Science Core Curriculum will be effective for 80% (280) of students (Tier 1).
- G3.** The Reading Core Curriculum will be effective for 80% (280) of students (Tier 1).
- G4.** The Writing Core Curriculum will be effective for 80% (41) of 4th grade students (Tier 1).
- G5.** Goal: The Math Core Curriculum will be effective for 80% (280) of students (Tier 1).

Goals Detail

G1. 60% of students in the lowest quartile will make learning gains by showing one year's growth.

Targets Supported

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

Resources Available to Support the Goal

- Implement an after school tutoring program (SMART Club) to provide reading interventions for students in the lowest quartile.
- Implement Reading intervention programs, including Rewards, Corrective Reading, Waterford, SuccessMaker, Earboics, Elements of Vocabulary, Voyager, ERI, WonderWorks, and Read Naturally Live for targeted students based on their area of weakness in Reading and obtain the equipment necessary for these intervention programs.
- Include Reading in other content areas, so reading skills are enhanced across the curriculum.

Targeted Barriers to Achieving the Goal

- Not enough time during school day to implement all Reading interventions.
- Most Reading interventions are district funded, however some will need to be purchased at the school level.
- Lack of materials to enhance reading skills in other content areas, such as Social Studies, Science, or PE.
- Students reading on levels that are not appropriate for them.

Plan to Monitor Progress Toward the Goal

Monitor progress of students who participate in the tutoring program, new intervention programs, and utilize resources in other content areas to ensure they are making gains.

Person or Persons Responsible

Classroom Teachers, Interventionists and Reading Coach

Target Dates or Schedule:

October, 2013- April, 2014

Evidence of Completion:

Classroom teachers will monitor progress in reading through the use of FCAs, DBMA, and small group observations. The Reading Coach will monitor progress through the use of AIMSWeb assessments 3 times per year.

G2. The Science Core Curriculum will be effective for 80% (280) of students (Tier 1).

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- National Geographics Science Curriculum, Science Coach, Science Curriculum Maps, FCAT Explorer Science Component

Targeted Barriers to Achieving the Goal

- There is not enough instructional time in the day to provide remediation to students struggling in science.
- The supplemental materials for science instruction are lacking.

Plan to Monitor Progress Toward the Goal

evaluate the effectiveness of the science camp remediation strategies

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule:

continuously

Evidence of Completion:

student scores on District Science Focus Calendar Assessments and FCAT Science (5th grade)

G3. The Reading Core Curriculum will be effective for 80% (280) of students (Tier 1).

Targets Supported

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

Resources Available to Support the Goal

- Wonders Reading Series
- Common Core ELA Curriculum Maps
- ELA Lead Teachers
- MCPS Moodle Trainings (Professional Development)

Targeted Barriers to Achieving the Goal

- Lack of technology to incorporate the technology resources provided with Wonders.
- Common Core implementation

Plan to Monitor Progress Toward the Goal

Monitor progress of Core Curriculum k-5

Person or Persons Responsible

The LLT

Target Dates or Schedule:

3 times per year

Evidence of Completion:

AIMSWeb

G4. The Writing Core Curriculum will be effective for 80% (41) of 4th grade students (Tier 1).

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading/Writing Coach
- Wonders Reading/Writing Curriculum
- Write Reflections

Targeted Barriers to Achieving the Goal

- no set writing curriculum
- teacher knowledge base is lacking
- lack of time in instructional day for remedial writing instruction

Plan to Monitor Progress Toward the Goal

monitor effectiveness of writing curriculum

Person or Persons Responsible

LLT and classroom teachers

Target Dates or Schedule:

continuously

Evidence of Completion:

data from Write Score and from District Demand Writings

G5. Goal: The Math Core Curriculum will be effective for 80% (280) of students (Tier 1).

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

- Math Coach, GO Math resources, District Math Curriculum Maps, District inservices, Common Core Math Lead Teachers, Moodle Trainings

Targeted Barriers to Achieving the Goal

- Lack of teacher training on using Common Core math strategies in instruction
- Lack of supplemental resources for extra practice on FCAT tested math skills

Plan to Monitor Progress Toward the Goal

Monitor student progress in Math

Person or Persons Responsible

Math coach, Classroom Teachers, Administrators

Target Dates or Schedule:

continuously

Evidence of Completion:

Scores on FCAs, DBMA, Computation Fluency Checks, and end of unit assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 60% of students in the lowest quartile will make learning gains by showing one year's growth.

G1.B1 Not enough time during school day to implement all Reading interventions.

G1.B1.S1 Implement morning or after school tutoring programs that would allow extra time in the school day for reading intervention programs.

Action Step 1

Tutor students after school to teach reading interventions and enhance reading skills.

Person or Persons Responsible

Selected school personnel (instructional and non-instructional)

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

Rosters of attendance from tutoring programs.

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

Will monitor fidelity of implementation of tutoring program by working with personnel to develop appropriate lesson plans and assessments to teach/monitor reading interventions for targeted students

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

October, 2013-April, 2014

Evidence of Completion

Intervention program assessment checks to monitor progress while reading interventions are implemented.

Plan to Monitor Effectiveness of G1.B1.S1

Will monitor the tutoring program to ensure that lesson plans and reading interventions are appropriate for students participating in the program.

Person or Persons Responsible

Reading Coach

Target Dates or Schedule

October, 2013- April, 2014

Evidence of Completion

Identified students in the lowest quartile will have their progress on FCAs, DBMA, intervention assessments, monitored to look for gains in reading.

G1.B2 Most Reading interventions are district funded, however some will need to be purchased at the school level.

G1.B2.S1 Purchase additional intervention programs and equipment based on student need.

Action Step 1

Will purchase and train staff on additional reading intervention programs

Person or Persons Responsible

The LLT

Target Dates or Schedule

During the first quarter.

Evidence of Completion

Students will be working in the intervention programs that are purchased.

Facilitator:

Participants:

The LLT

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

Monitor the fidelity of implementing the new reading intervention programs

Person or Persons Responsible

Intervention specialist and the LLT

Target Dates or Schedule

Continuously

Evidence of Completion

Data from the intervention program

Plan to Monitor Effectiveness of G1.B2.S1

Monitor for effectiveness on new intervention program

Person or Persons Responsible

Intervention Specialist and LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Progress monitoring graphs

G1.B3 Lack of materials to enhance reading skills in other content areas, such as Social Studies, Science, or PE.

G1.B3.S1 Utilize supplemental reading materials in other content areas to enhance reading instruction.

Action Step 1

Identify resource materials for enhancing reading instruction in other content areas

Person or Persons Responsible

The LLT

Target Dates or Schedule

September

Evidence of Completion

Implementation of identified resources.

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

Monitor fidelity of use of instructional resources in other content areas.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Continuously

Evidence of Completion

Observation and lesson plans utilizing the resources.

Plan to Monitor Effectiveness of G1.B3.S1

Monitor effectiveness of using additional resources in other content areas that enhance reading instruction.

Person or Persons Responsible

The LLT

Target Dates or Schedule

Continuously

Evidence of Completion

Progress will be monitored through FCAs, DBMA, AIMSWeb, and classroom assessments.

G1.B4 Students reading on levels that are not appropriate for them.

G1.B4.S1 Determine student reading levels so that they can become successful independent readers.

Action Step 1

Identify student reading levels using STAR.

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

3 times per year

Evidence of Completion

Students will take AR tests based on books at their independent reading level.

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

Monitor progress on AR tests to ensure that students are reading books on their appropriate reading level

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Students will score 80% or higher on AR tests.

Plan to Monitor Effectiveness of G1.B4.S1

Will monitor effectiveness of students reading on their level

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

Monthly

Evidence of Completion

Students will score 80% or higher on AR tests based on books at their reading level.

G2. The Science Core Curriculum will be effective for 80% (280) of students (Tier 1).

G2.B1 There is not enough instructional time in the day to provide remediation to students struggling in science.

G2.B1.S1 Science camp will be implemented to provide additional time for remediation of students struggling in science.

Action Step 1

Implement science camp remedial program

Person or Persons Responsible

LLT

Target Dates or Schedule

March 2014

Evidence of Completion

students will sign up and attend science camp activities

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

monitor the implementation of science camp strategies

Person or Persons Responsible

LLT

Target Dates or Schedule

continuously

Evidence of Completion

student scores on District Focus Calendar Assessments and FCAT Science (5th grade)

Plan to Monitor Effectiveness of G2.B1.S1

monitor for the effectiveness of the remediation provided

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

continuously

Evidence of Completion

students scores on District Focus Calendar Assessments and on FCAT Science (5th grade)

G2.B2 The supplemental materials for science instruction are lacking.

G2.B2.S1 Purchase supplemental materials to aid in science instruction

Action Step 1

acquire research based supplemental science materials

Person or Persons Responsible

LLT

Target Dates or Schedule

September 2013

Evidence of Completion

supplemental science materials will be in use in classrooms

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

monitor the implementation of the supplemental science materials in the classrooms

Person or Persons Responsible

LLT

Target Dates or Schedule

continuously

Evidence of Completion

District Science Focus Calendar Assessment and Science FCAT (5th grade)

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. The Reading Core Curriculum will be effective for 80% (280) of students (Tier 1).

G3.B1 Lack of technology to incorporate the technology resources provided with Wonders.

G3.B1.S1 Increase the number of engaged classrooms so that technology can be incorporated into instruction.

Action Step 1

Purchase technology (projectors and equipment for engaged classrooms)

Person or Persons Responsible

The LLT

Target Dates or Schedule

September 2013

Evidence of Completion

Complete purchase order

Facilitator:

Angela Stein

Participants:

The LLT

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

Monitors the use of technology in instruction

Person or Persons Responsible

The LLT

Target Dates or Schedule

During all walk-throughs and classroom observations

Evidence of Completion

Highly effective or effective rating in the teacher evaluation system in Domain 3, Component 3C-Engaging Students in Learning

Plan to Monitor Effectiveness of G3.B1.S1

Monitor effective use of technology to engage students in instruction using the reading series.

Person or Persons Responsible

Administrators

Target Dates or Schedule

During walk-throughs, observations, and evaluations.

Evidence of Completion

Highly effective or effective rating on Domain 3, Component 3C of the teacher evaluation system.

G3.B2 Common Core implementation

G3.B2.S1 Staff members will participate in District Common Core trainings including Moodle Courses, Site based trainings, district face-to-face trainings and collaboration meetings.

Action Step 1

Train staff on effective implementation of Common Core and then meet collaboratively to develop lessons for implementation.

Person or Persons Responsible

District personnel and ELA Common Core Lead Teachers

Target Dates or Schedule

Continuously

Evidence of Completion

Transcripts of completed staff development courses

Facilitator:

Angela Stein

Participants:

District personnel and ELA Common Core Lead Teachers

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

Monitor Fidelity of Common Core implementation

Person or Persons Responsible

LLT

Target Dates or Schedule

Continuously

Evidence of Completion

Observation of Common Core strategies used in instruction and participation in collaboration meetings.

Plan to Monitor Effectiveness of G3.B2.S1

Will monitor for effective implementation of strategies learned in PD trainings

Person or Persons Responsible

Administrators

Target Dates or Schedule

Continuously

Evidence of Completion

Walk-throughs, observations, teacher evaluations and participation in collaboration meetings.

G4. The Writing Core Curriculum will be effective for 80% (41) of 4th grade students (Tier 1).

G4.B1 no set writing curriculum

G4.B1.S1 implement a writing curriculum k-5

Action Step 1

gather information on different writing programs and evaluate their effectiveness, then choose one for implementation

Person or Persons Responsible

LLT

Target Dates or Schedule

September

Evidence of Completion

teachers will begin using the writing program in their classrooms

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

monitor fidelity of implementation of the new writing program

Person or Persons Responsible

LLT

Target Dates or Schedule

continuously

Evidence of Completion

data from Write Score based on scored student writing samples

Plan to Monitor Effectiveness of G4.B1.S1

monitor for effectiveness of new writing program

Person or Persons Responsible

LLT and classroom teachers

Target Dates or Schedule

continuously

Evidence of Completion

data from Write Score based on scored student writings and scores from District Demand Writings

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4.B2 teacher knowledge base is lacking

G4.B2.S1 provide professional development to teachers on the use of the curriculum and scoring rubrics

Action Step 1

provide teachers with professional development on the curriculum and on scoring rubrics

Person or Persons Responsible

LLT

Target Dates or Schedule

continuously

Evidence of Completion

observation of implementation during walk-throughs and evaluations

Facilitator:

Participants:

LLT

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

complete walk-throughs, evaluations, and provide feedback to teachers on their implementation

Person or Persons Responsible

LLT

Target Dates or Schedule

continuously

Evidence of Completion

walk-throughs and evaluations

Plan to Monitor Effectiveness of G4.B2.S1

evaluate the effectiveness of the professional development

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

continuously

Evidence of Completion

walk-throughs and evaluations

G4.B3 lack of time in instructional day for remedial writing instruction

G4.B3.S1 implement an afterschool writing workshop to provide remedial writing instruction to struggling writers in 4th grade

Action Step 1

will implement an afterschool writing workshop to provide remedial writing instruction to struggling writers in 4th grade

Person or Persons Responsible

LLT

Target Dates or Schedule

January

Evidence of Completion

students will enroll in afterschool writing workshop and receive remedial writing instruction

Plan to Monitor Fidelity of Implementation of G4.B3.S1

walk-throughs and observations of afterschool writing workshop

Person or Persons Responsible

LLT

Target Dates or Schedule

continuously

Evidence of Completion

students will show improvement in District Demand Writings and on Write Score

Plan to Monitor Effectiveness of G4.B3.S1

monitor the effectiveness of the afterschool writing workshop

Person or Persons Responsible

LLT and teachers

Target Dates or Schedule

continuously

Evidence of Completion

improvement in student scores on District Demand Writings and Write Score

G5. Goal: The Math Core Curriculum will be effective for 80% (280) of students (Tier 1).

G5.B1 Lack of teacher training on using Common Core math strategies in instruction

G5.B1.S1 Provide teacher trainings on Math Talks, which is a Common Core teaching strategy for effective math instruction.

Action Step 1

Will establish a time line for teacher trainings and arrange for a consultant to train teachers on effective instructional strategies for teaching Common Core Math standards.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

September

Evidence of Completion

Once the teachers complete the training, they will submit a professional development evaluation form in True North Logic and they will begin implementing strategies learned in their math instruction.

Facilitator:

Participants:

Math Coach

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

Arrange for teachers to be trained by a district math consultant on Math Talks, which is an effective Common Core instructional strategy.

Person or Persons Responsible

Math Coach

Target Dates or Schedule

September

Evidence of Completion

Teachers will complete the training and begin implementing Math Talk strategies in their instruction as witnessed by observations, walk-throughs, evaluations, and lesson plans.

Plan to Monitor Effectiveness of G5.B1.S1

Monitor the effectiveness of implementing math talk strategies in instruction

Person or Persons Responsible

Math coach and Classroom teachers

Target Dates or Schedule

continuously

Evidence of Completion

Scores from FCAs, DBMA, Computation Fluency Checks, end of unit assessments, and teacher observations.

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B2 Lack of supplemental resources for extra practice on FCAT tested math skills

G5.B2.S1 Identify and implement effective supplemental resources for extra practice on FCAT tested math skills

Action Step 1

Will identify supplemental resources for extra practice on FCAT tested math skills

Person or Persons Responsible

Math Coach

Target Dates or Schedule

September

Evidence of Completion

Supplemental resources will be purchased and utilized by classroom teachers for extra math practice.

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

Will distribute Acaletics supplemental math materials to teachers in grades 3-5 for extra math practice on FCAT tested skills

Person or Persons Responsible

Math coach

Target Dates or Schedule

January, 2014

Evidence of Completion

Teachers will use Acaletics for whole group, small group, and individual instruction as evidenced by walk-throughs and classroom observations.

Plan to Monitor Effectiveness of G5.B2.S1

Monitor effectiveness of using Acaletics for extra math practice on FCAT tested skills.

Person or Persons Responsible

Math coach and classroom teachers

Target Dates or Schedule

January- April 2014

Evidence of Completion

Scores on FCAs, DBMAs, Computation Fluency Checks, and end of unit tests.

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 - funds used for instructional services & materials, parent involvement, staff development, and technology.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist 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. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student 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 school health clinics.

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School

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. 60% of students in the lowest quartile will make learning gains by showing one year's growth.

G1.B2 Most Reading interventions are district funded, however some will need to be purchased at the school level.

G1.B2.S1 Purchase additional intervention programs and equipment based on student need.

PD Opportunity 1

Will purchase and train staff on additional reading intervention programs

Facilitator

Participants

The LLT

Target Dates or Schedule

During the first quarter.

Evidence of Completion

Students will be working in the intervention programs that are purchased.

G3. The Reading Core Curriculum will be effective for 80% (280) of students (Tier 1).

G3.B1 Lack of technology to incorporate the technology resources provided with Wonders.

G3.B1.S1 Increase the number of engaged classrooms so that technology can be incorporated into instruction.

PD Opportunity 1

Purchase technology (projectors and equipment for engaged classrooms)

Facilitator

Angela Stein

Participants

The LLT

Target Dates or Schedule

September 2013

Evidence of Completion

Complete purchase order

G3.B2 Common Core implementation

G3.B2.S1 Staff members will participate in District Common Core trainings including Moodle Courses, Site based trainings, district face-to-face trainings and collaboration meetings.

PD Opportunity 1

Train staff on effective implementation of Common Core and then meet collaboratively to develop lessons for implementation.

Facilitator

Angela Stein

Participants

District personnel and ELA Common Core Lead Teachers

Target Dates or Schedule

Continuously

Evidence of Completion

Transcripts of completed staff development courses

G4. The Writing Core Curriculum will be effective for 80% (41) of 4th grade students (Tier 1).

G4.B2 teacher knowledge base is lacking

G4.B2.S1 provide professional development to teachers on the use of the curriculum and scoring rubrics

PD Opportunity 1

provide teachers with professional development on the curriculum and on scoring rubrics

Facilitator

Participants

LLT

Target Dates or Schedule

continuously

Evidence of Completion

observation of implementation during walk-throughs and evaluations

G5. Goal: The Math Core Curriculum will be effective for 80% (280) of students (Tier 1).

G5.B1 Lack of teacher training on using Common Core math strategies in instruction

G5.B1.S1 Provide teacher trainings on Math Talks, which is a Common Core teaching strategy for effective math instruction.

PD Opportunity 1

Will establish a time line for teacher trainings and arrange for a consultant to train teachers on effective instructional strategies for teaching Common Core Math standards.

Facilitator

Participants

Math Coach

Target Dates or Schedule

September

Evidence of Completion

Once the teachers complete the training, they will submit a professional development evaluation form in True North Logic and they will begin implementing strategies learned in their math instruction.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	60% of students in the lowest quartile will make learning gains by showing one year's growth.	\$8,021
G2.	The Science Core Curriculum will be effective for 80% (280) of students (Tier 1).	\$1,858
G3.	The Reading Core Curriculum will be effective for 80% (280) of students (Tier 1).	\$8,500
G4.	The Writing Core Curriculum will be effective for 80% (41) of 4th grade students (Tier 1).	\$3,048
G5.	Goal: The Math Core Curriculum will be effective for 80% (280) of students (Tier 1).	\$954
Total		\$22,381

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Professional Development	Personnel	Evidence-Based Materials	Evidence-Based Program	Total
Title I	\$8,000	\$500	\$0	\$1,058	\$1,204	\$10,762
Title One	\$1,080	\$1,050	\$6,625	\$2,123	\$741	\$11,619
Total	\$9,080	\$1,550	\$6,625	\$3,181	\$1,945	\$22,381

Budget Details

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

G1. 60% of students in the lowest quartile will make learning gains by showing one year's growth.

G1.B1 Not enough time during school day to implement all Reading interventions.

G1.B1.S1 Implement morning or after school tutoring programs that would allow extra time in the school day for reading intervention programs.

Action Step 1

Tutor students after school to teach reading interventions and enhance reading skills.

Resource Type

Personnel

Resource

Supplemental income for teachers and paraprofessionals that provide tutoring services to students during non-contract hours

Funding Source

Title One

Amount Needed

\$4,818

G1.B2 Most Reading interventions are district funded, however some will need to be purchased at the school level.

G1.B2.S1 Purchase additional intervention programs and equipment based on student need.

Action Step 1

Will purchase and train staff on additional reading intervention programs

Resource Type

Evidence-Based Materials

Resource

Purchase of Read Naturally Live

Funding Source

Title One

Amount Needed

\$1,200

G1.B3 Lack of materials to enhance reading skills in other content areas, such as Social Studies, Science, or PE.

G1.B3.S1 Utilize supplemental reading materials in other content areas to enhance reading instruction.

Action Step 1

Identify resource materials for enhancing reading instruction in other content areas

Resource Type

Evidence-Based Materials

Resource

purchase of supplemental reading materials in other content areas (Social Studies Weekly)

Funding Source

Title One

Amount Needed

\$923

G1.B4 Students reading on levels that are not appropriate for them.

G1.B4.S1 Determine student reading levels so that they can become successful independent readers.

Action Step 1

Identify student reading levels using STAR.

Resource Type

Technology

Resource

STAR program

Funding Source

Title One

Amount Needed

\$1,080

G2. The Science Core Curriculum will be effective for 80% (280) of students (Tier 1).

G2.B1 There is not enough instructional time in the day to provide remediation to students struggling in science.

G2.B1.S1 Science camp will be implemented to provide additional time for remediation of students struggling in science.

Action Step 1

Implement science camp remedial program

Resource Type

Evidence-Based Program

Resource

Supplemental income for tutors working outside of contract hours

Funding Source

Title I

Amount Needed

\$1,204

G2.B2 The supplemental materials for science instruction are lacking.

G2.B2.S1 Purchase supplemental materials to aid in science instruction

Action Step 1

acquire research based supplemental science materials

Resource Type

Evidence-Based Materials

Resource

Science Weekly

Funding Source

Title I

Amount Needed

\$654

G3. The Reading Core Curriculum will be effective for 80% (280) of students (Tier 1).

G3.B1 Lack of technology to incorporate the technology resources provided with Wonders.

G3.B1.S1 Increase the number of engaged classrooms so that technology can be incorporated into instruction.

Action Step 1

Purchase technology (projectors and equipment for engaged classrooms)

Resource Type

Technology

Resource

Purchase projectors for engaged classrooms

Funding Source

Title I

Amount Needed

\$8,000

G3.B2 Common Core implementation

G3.B2.S1 Staff members will participate in District Common Core trainings including Moodle Courses, Site based trainings, district face-to-face trainings and collaboration meetings.

Action Step 1

Train staff on effective implentation of Common Core and then meet collaboratively to develop lessons for implementation.

Resource Type

Professional Development

Resource

Provide stipends for teachers to be trained and meet collaboratively during non-contract hours

Funding Source

Title I

Amount Needed

\$500

G4. The Writing Core Curriculum will be effective for 80% (41) of 4th grade students (Tier 1).

G4.B1 no set writing curriculum

G4.B1.S1 implement a writing curriculum k-5

Action Step 1

gather information on different writing programs and evaluate their effectiveness, then choose one for implementation

Resource Type

Evidence-Based Program

Resource

Write Score

Funding Source

Title One

Amount Needed

\$741

G4.B2 teacher knowledge base is lacking

G4.B2.S1 provide professional development to teachers on the use of the curriculum and scoring rubrics

Action Step 1

provide teachers with professional development on the curriculum and on scoring rubrics

Resource Type

Professional Development

Resource

Stipends for Teachers to receive professional development during non-contract hours

Funding Source

Title One

Amount Needed

\$500

G4.B3 lack of time in instructional day for remedial writing instruction

G4.B3.S1 implement an afterschool writing workshop to provide remedial writing instruction to struggling writers in 4th grade

Action Step 1

will implement an afterschool writing workshop to provide remedial writing instruction to struggling writers in 4th grade

Resource Type

Personnel

Resource

Supplemental income for teachers and paraprofessionals who provide tutoring services to struggling writers during non-contract hours.

Funding Source

Title One

Amount Needed

\$1,807

G5. Goal: The Math Core Curriculum will be effective for 80% (280) of students (Tier 1).

G5.B1 Lack of teacher training on using Common Core math strategies in instruction

G5.B1.S1 Provide teacher trainings on Math Talks, which is a Common Core teaching strategy for effective math instruction.

Action Step 1

Will establish a time line for teacher trainings and arrange for a consultant to train teachers on effective instructional strategies for teaching Common Core Math standards.

Resource Type

Professional Development

Resource

Stipends for teachers in training during non-contract hours.

Funding Source

Title One

Amount Needed

\$550

G5.B2 Lack of supplemental resources for extra practice on FCAT tested math skills

G5.B2.S1 Identify and implement effective supplemental resources for extra practice on FCAT tested math skills

Action Step 1

Will identify supplemental resources for extra practice on FCAT tested math skills

Resource Type

Evidence-Based Materials

Resource

Purchase of Acaletics supplemental math materials

Funding Source

Title I

Amount Needed

\$404