2013-2014 SCHOOL IMPROVEMENT PLAN

Oakcrest Elementary School
1112 NE 28TH ST
Ocala, FL 34470
352-671-6350

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	72%

Alternative/ESE Center	Charter School	Minority Rate
No	No	65%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	C	B	C	C

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.

Table of Contents

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
Oakcrest Elementary School

Principal
Sharon Dudley

School Advisory Council chair
Antoinette Davis

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

Name	Title
Sharon Dudley	Principal
Carmen Smiley	Assistant Principal
David Strano	Peer Counselor
Amanda Steckman	Guidance Counselor
Tracy Trias	IB Magnet Coordinator/Writing Coach
Lawana Croskey	Math Coach
Kathleen Vinson	Reading Coach

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

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

The School Advisory Committee is composed of both OCE administration, teachers, educational support personel, and other business and community members who represent the community served by the school.
Antoinette Davis, Chair
Amanda Steckman, Secretary

Involvement of the SAC in the development of the SIP

The SAC meetings are informative and provide a forum to share information about OCE, ideas from all involved and an opportunity to problem solve issues or concerns here on campus. The SAC assists in

developming and evaluating the School Improvement Plan, and providing assistance in the decsion making process.

Activities of the SAC for the upcoming school year

Our SAC committee will:
-review the School Improvement Plan to determine the effectiveness of the plan
-disscuss and revise the Parent Involvement Plan
-Revise school compacts
-view and discuss parent surveys
-view and discuss student assessment data
-make informed decisions concerning school issues

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

N/A

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

Recruit new members representative of our student populaton at orientation, open house, through newsletters, Connect 5 messages, and face to face.

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:

Sharon Dudley		
Principal	Years as Administrator: 11	Years at Current School: 1

Credentials	Elementary Education Educational Leadership Varying Exceptionalities K-12 Board Certified Behavior Analyst
Performance Record	2012-2013 Oakcrest Elementary School Grade C LG-R %, LG-M %, L25%-R %, L25%-M % 2011-2012 Maplewood Elementary School Grade A LG-R 75%, LG-M 69%, L25 %-R 88%,L25%-M 68% 2010-2011 Maplewood Elementary School Grade B 79% of AYP Criteria met. 2009-2010 Maplewood Elementary School Grade B AYP- 85% LG-R 69% LG-M66%,L25% in R- 46% L25% in M - 59%) 2008-2009 Maplewood Elementary School Grade A AYP 87%

Carmen Smiley		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	EdD/Organizational Leadership MA / Educational Leadership K-12 BA / Elementary Education 1-6
Performance Record	2011 - 2012: Reddick-Collier Elementary School Grade: C 45% 3 and above in Reading/ 58% 3 and above in Math / 68% 3 and above in writing / 46% 3 and above in Science / 62% Students making Learning Gains in Reading / 54% Students making Learning Gains in Math / 55% Lowest Quartile making Learning Gains in Reading / 59% Lowest Quartile making Learning Gains in Math 2010 - 2011: Reddick-Collier Elementary School Grade: C AYP Met: Met 74% of Criteria AYP was not achieved in any sub group in the area of reading. The only area AYP was met in Math was in the White Population, all other sub-groups did not meet the AYP criteria. AYP was met in the area of writing. The percentage of students making learning gains in reading = 53% and lowest quartile making learning gains in reading = 50%. Percentage of students making learning gains in math = 61% and the percentage of lowest quartile making learning gains = 57%. 2009-2010: Reddick-Collier Elementary School Grade: B AYP: 85% Criteria Met AYP was met in Math for Total, White, & Hispanic sub groups, but was not met for the Black, Economically Disadvantaged, or Students with Disabilities sub-groups, but safe harbour in all 3 of these sub groups was achieved. Percentage of students making learning gains in math = 73% and the percentage of lowest quartile making learning gains = 70%. 2008-09: Reddick-Collier Elementary School grade: A AYP: Met 87% of criteria subgroups not making AYP Blacks in reading and math, Economically disadvantaged in math, and Students with Disabilities in math

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kathleen Vinson		
Full-time / School-based	Years as Coach: 5	Years at Current School: 0

Areas	Reading/Literacy
Credentials	MA/Elementary Education
Performance Record	2011 - 2012: Reddick-Collier Elementary School Grade: C 45% 3 and above in Reading/ 58% 3 and above in Math / 68% 3 and above in writing / 46% 3 and above in Science / 62% Students making Learning Gains in Reading / 54% Students making Learning Gains in Math / 55% Lowest Quartile making Learning Gains in Reading / 59% Lowest Quartile making Learning Gains in Math 2010 - 2011:Reddick-Collier Elementary School Grade: C AYP Met: Met 74% of Criteria AYP was not achieved in any sub group in the area of reading. The only area AYP was met in Math was in the White Population, all other sub-groups did not meet the AYP criteria. AYP was met in the area of writing. The percentage of students making learning gains in reading = 53% and lowest quartile making learning gains in reading = 50%. Percentage of students making learning gains in math = 61% and the percentage of lowest quartile making learning gains = 57%. 2009-2010: Reddick-Collier Elementary School Grade: B AYP: 85% Criteria Met AYP was not achieved in any sub group in the area of reading. Percent of students making learning gains in reading = 62% and lowest quartile making learning gains in reading = 50%. 2008-09: Reddick-Collier Elementary School grade: A AYP: Met 87% of criteria subgroups not making AYP Blacks in reading and math, Economically disadvantaged in math, and Students with Disabilities in math

Lawana Croskey		
Full-time / School-based	Years as Coach: 3	Years at Current School: 6
Areas	Mathematics	
Credentials	Mathematics 5-9	
Performance Record	11-12 Oakcrest Elementary School Grade B LG-R 67%,LG-M 72%, L25%-R 65%, L25-M 74% 10-11 Oakcrest Elementary School Grade C AYP, NO-77% criteria Met, LG-R, 59%, LG-M, 62%, L25%-R, 56%, L25%-M, 75% 09-10 Oackcrest Elementary School Grade C AYP, No-82% criteria met, LG-R, 59%, LG-M, 57%, L25% in R, 56%, L25% in M, 53% 08-09 Oackcrest Elementary School Grade A AYP, No-87% criteria met, LG-R61%, LG-M, 66, L25% in R, 58%, L25% in M, 78% 07-08 Oakcrest Elementary School Grade A AYP, No-95% criteria met, LG-R, 69%, LG-M, 68%, L25% in R, 80%,L25% in M, 63%	

Tracy Trias		
Full-time / School-based	Years as Coach: 1	Years at Current School: 4
Areas	Other	
Credentials	BA/Elementary Ed K-6	
Performance Record	11-12 grade "B", LG-R 67%,LG-M 72%, L25%-R 65%, L25-M 74% 10-11 grade "C", AYP, NO-77% criteria Met, LG-R, 59%, LG-M, 62%, L25%-R, 56%, L25%-M, 75% 09-10 grade "C", AYP, No-82% criteria met, LG-R, 59%, LG-M, 57%, L25% in R, 56%, L25% in M, 53% 08-09 grade "A" AYP, No-87% criteria met, LG-R, 61%, LG-M, 66%, L25% in R 58%, L25% in M, 78%	

Classroom Teachers

# of classroom teachers
45

receiving effective rating or higher
48, 107%

 # Highly Qualified Teachers
69%

 # certified in-field
31, 69%

 # ESOL endorsed
36, 80%

 # reading endorsed
7, 16%

 # with advanced degrees
9, 20%

 # National Board Certified
0, 0%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
15, 33%

 # with 6-14 years of experience
21, 47%

 # with 15 or more years of experience
7, 16%

Education Paraprofessionals

# of paraprofessionals
21

 # Highly Qualified
21, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
3

 # 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

All first year teachers and teachers new to Oackcrest Elementary will participate in a pre-school orientation to introduce and familiarize them with the curriculum, routines, programs, and the facility.

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

Administration will assign a mentor teacher to all new hires and teachers new to a grade level. In addition, they will be given opportunities to visit other classrooms to observe the best practices of seasoned teachers.

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 team consists of the following members who hold the descirbed responsiblity as a member of the team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI to fidelity, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation , and communicates with parents regarding school-based RTI plans and activities.

General Education Teacher: Helps in the collection of data, provide interventions and implement to fidelity for the success of students.

ESE (Exceptional Student Education) Teacher: Participates in student data collection, integrates core instructional activities/resources into Tier 3 instruction, and collaborates with general education teachers in an inclusion model.

Instructional Coaches (Reading, IB Magnet Coordinator/Writing, and Math): Model research based strategies, provide teachers with interventions, support, and assist in data collection and progress monitoring.

School Psychologist: Lead meetings and participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and fidelity of documentation.

Guidance Counselor: Facilitates the RTI process and help teachers with data collection and Research based interventions.

Dean: Collects data and offer positive behavior suggestions.

Behavior Specialist: Model research based strategies, provide interventions, support, and assist in data collection and progress monitoring.

The implementation of MTSS is a well defined process which begins with a PMP (Progress Monitoring Plan) and evolves into a SAT request if needed. When the RTI process is implemented with a student, receiving schools will be able to access information through Performance Matters. The child's PMF (Progress Monitoring Folder) will also follow the student. This will help in the coordination with other schools.

The school based leadership team will consistently monitor student achievement data and provide intervention opportunities for students as needed. Progress should be monitored and intervention adjusted based on student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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

The school-based MTSS leadership Team is comprised of the following members:
school principal - expert in disaggregating data, assistant principal - expert in curriculum and instruction, guidance counselor - expert in testing and guidance, ESE teacher - expert in ESE curriculum, Reading Coach- expert in diagnosing reading problems and school psychologist - expert in diagnostic testing. The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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

The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.
The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. Am action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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 source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT, AimsWeb) as well as local assessments (Focus Calendar Assessments, Benchmark Assessments, Quarterly Writing Assessments, Demand Writing, Document Based Questions, etc.). Performance Matters also provideds for teacher comparisons by student, standard, and demographics. It is also possible to make data comparisons by school, district, and state. 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 intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. 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

MTSS support occurs at the District and School levels. The District provides support by allocating resources based on need. The district will progress monitor schools on a regular basis looking at student data within Performance Matters. Collaborative conversations will be scheduled during regular meetings with all schools.
Marion County will continue to provide professional development to school leadership and support 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 MTSS.

School level professional development is delivered during preschool, early release and during Professional Learning Communities (PLC). 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 and implementation of Common Core.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 3,240

After school twice a week, students will participate in intervention/enrichment activites integrated with the core academic subjects providing real world experiences and building their knowledge and skill base and contributing to their overall academic success.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected through out the program to determine student growth. We will collect data at the start of the program for baseline data, then pull data monthly to assess student progress.

Who is responsible for monitoring implementation of this strategy?

Teachers

Literacy Leadership Team (LLT)

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

Name	Title
Sharon Dudley	Principal
Carmen Smiley	Asst. Principal
Kathleen Vinson	Reading Coach
Lawana Croskey	Math Coach
Tracy Trias	IB Coordinator/Writing Coach
Sally Bunting	Kg Teacher
Jamie Brown	1st Grade Teacher
Regina Womack	2nd Grade Teacher
Julia Thompkins	3rd Grade Teacher

Name	Title
Dawn Ackerman	4th Grade Teacher
Kelly Hilton	5th Grade Teacher
Ana Mustain	Special Area

How the school-based LLT functions

The principal provides direction detailing how team meetings will be conducted. Meetings will be held bi-weekly with a pre-established agenda. The facilitator will ensure that all team members are given the opportunity to be heard. Data will always be used as the criteria to determine the need for literacy improvement. Much of the communication with faculty and staff or requested involvement by them will be made primarily through professional development opportunities. Any decisions that are made solely by the LLT that do not require any type of formal training will be shared via email or the OCE SharePoint site. The LLT is responsible for creating a vision and common language of a literacy rich school and consistently communicating that vision and promoting that language to the school-based and local community.

Major initiatives of the LLT

What will be the major initiatives of the LLT this year?
- Make instructional and professional development decisions based on data
- Review student progress in reading
- Promote differentiation of instruction (Leveled Learning)
- Review most recent progress monitoring results
- Analyze assessment data (fluency checks, Units of Study FCA tests, AIMSWeb, etc.)
- Recommend needed resources and/or support
- Review effectiveness of reading program and instructional strategies
- Determine appropriate placement of students in reading program
- Identify areas for professional development
- Support for Para-professionals

Every Teacher Contributes to Reading Instruction

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

Improved reading skills can positively impact many facets of student academic performance. Students who have
effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete understanding, comprehension, and retention of what has been read. Performance on exams and quizzes may be greatly improved as students become more proficient and effective readers. To ensure all teachers are contributing, the following strategies are implemented school-wide:
- Metacognition (thinking about thinking)
- Graphic/semantic Organizers
- Generating questions
- Summarizing Strategies

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

Stagger Start is District initiative to assist students in transitioning into local elementary schools. There is a three day plan where all students report on a specific day with all students reporting on the third day. Seven students per day attending school the first week giving staff the opportunity to administer assessments, to develop one-on-one relationships with students and to eliminate anxiety is the primary focus of Stagger Start.

Florida's Voluntary Pre-K, Head Start, and HIPPY (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the District to assist preschoolers with early literacy skills: Thereby assisting the children with transitioning to kindergarten. On going communication is provided to parents regarding these programs. We have two very effective pre-K classrooms on our campus.

The TERA-3(Test of Early Reading Abilities) are administered to identify students with low readiness rates, to direct instruction and to evaluate the success of the program. ELLM (Early Literacy Learning Model) is a research based curriculum that is implemented in all Title 1 preschool programs. The Waterford curriculum is also utilized in our pre-k program to increase student's literacy skills.

We have one very effective pre-K classroom on our campus. We also offer an orientation to private pre-school children to help them become familiar with our kindergarten program.

Expected Improvements

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	52%	43%	No	57%
American Indian				
Asian				
Black/African American	34%	28%	No	41%
Hispanic	67%	51%	No	70%
White	65%	56%	No	69%
English language learners		8%		
Students with disabilities	47%	27%	No	52%
Economically disadvantaged	48%	40%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	21%	35%
Students scoring at or above Achievement Level 4	65	43%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	72	24%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	153	65%	70%

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)	21	81%	84%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%

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	94	34%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		45%

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	58%	53%	No	63%
American Indian				
Asian				
Black/African American	45%	39%	No	51%
Hispanic	63%	56%	No	67%
White	71%	65%	No	74%
English language learners		31%		
Students with disabilities	46%	38%	No	51%
Economically disadvantaged	56%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	53%	58%
Students scoring at or above Achievement Level 4	65	60%	65%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		45%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		70%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	129	67%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	12	20%	50%

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	25	24%	38%
Students scoring at or above Achievement Level 4	48	46%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		45%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		30%

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)	4		6
Participation in STEM-related experiences provided for students	549	77%	85%

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	123	17%	10%
Students retained, pursuant to s. 1008.25, F.S.	31	4%	0%
Students who are not proficient in reading by third grade	128	60%	75%
Students who receive two or more behavior referrals	27	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	5%	2%

Area 9: Parent Involvement

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

Parental involvement targets for the school

We will increase the number of parents participating in school activities and events. We will determine the number of participates using sign in sheets and returned parent surveys.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents participating in school related activities and events.	236	33%	50%

Goals Summary

G1. Increase the percentage of students proficient in science as evidenced by the Science FCAT to 88%.

G2. Increase the percentage of students scoring proficient on the Math FCAT 2.0 to 63%.

G3. Increase the percentatge of students scoring satisfactory on the Reading FCAT 2.0 to 57% and FCAT Writes to 89% by increasing the rigorous differentiated instruction in Reading and Writing to accomodate the range of levels and learning styles of all stude

Goals Detail

G1. Increase the percentage of students proficient in science as evidenced by the Science FCAT to 88%.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Hands on Science Materials Resources, National Geographic Science Curriculum, District Science Curriculum Documents

Targeted Barriers to Achieving the Goal
- Teachers need professional development in the the planning and development of hands on science activities.

Plan to Monitor Progress Toward the Goal

Students will improve their understanding of and ability to apply scientific principals.

Person or Persons Responsible
Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
FCAs

G2. Increase the percentage of students scoring proficient on the Math FCAT 2.0 to 63%.

Targets Supported

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

Resources Available to Support the Goal

- Scheduled Intervertion/Enrichment Block

- Para Professionals

- FASTTMATH, District CCSS Curriculum Maps/Calendar, Go MATH! resource, Hands on Math manipulatives, Center Stage Math kits

- Math Coach

Targeted Barriers to Achieving the Goal

- Time to train teachers and para professionals implementing intervention programs how to best meet the varying levels of student instructional needs.

- A number of students lack visual representation of abstract concepts.

Plan to Monitor Progress Toward the Goal

Endurance, Fact Fluency

Person or Persons Responsible

Teachers, Math Coach, Administration, IB Coordinator, Guidance Counselor

Target Dates or Schedule:

Ongoing throughout the school year.

Evidence of Completion:

Data Meetings, Progress Monitoring Meetings, AIMSWeb, Number Fluency Assessments

G3. Increase the percentatge of students scoring satisfactory on the Reading FCAT 2.0 to 57% and FCAT Writes to 89% by increasing the rigorous differentiated instruction in Reading and Writing to accomodate the range of levels and learning styles of all stude

Targets Supported

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

- Writing

Resources Available to Support the Goal

- Corrective Reading, Read Naturally, Earobics, Waterford

- Scheduled Intervention/Enrichment Block

- Para Professionals

- High Interest Leveled Books

Targeted Barriers to Achieving the Goal

- Time to train teachers and para professionals implementing intervention programs how to best meet the varying levels of student instructional needs.

- Student exposure/opportunities to read/interact with non-fiction text on their reading level both in their classrooms and at home.

Plan to Monitor Progress Toward the Goal

We will analyze student data to determine the effectiveness of students' exposure to leveled non-fiction reading materials.

Person or Persons Responsible

Teachers, Reading Coach, Administrators

Target Dates or Schedule:

Monthly

Evidence of Completion:

AIMSWeb, Units of Study FCA tests, DBMA

Action Plan for Improvement

Problem Solving Key

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

G1. Increase the percentage of students proficient in science as evidenced by the Science FCAT to 88%.

G1.B1 Teachers need professional development in the the planning and development of hands on science activities.

G1.B1.S1 Train teachers on use of science curriculum maps and science lab activities in order to better support planned lessons.

Action Step 1

Science curriculum documents will be used to plan instruction and suppoting hands on activities.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

FCA test data

Facilitator:

Administration, IB Coordinator

Participants:

Instructional Staff

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

Data will be reviewed to determine student understanding of science concepts.

Person or Persons Responsible

Administration, IB Coordinator

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

FCA, DBMA, Science FCAT

Plan to Monitor Effectiveness of G1.B1.S1

Inquiry based lessons that also provide hands on experiences and deeper learning.

Person or Persons Responsible

Teachers, IB Coordinator

Target Dates or Schedule

Daily

Evidence of Completion

Units of Study Assessments, FCAs

G2. Increase the percentage of students scoring proficient on the Math FCAT 2.0 to 63%.

G2.B1 Time to train teachers and para professionals implementing intervention programs how to best meet the varying levels of student instructional needs.

G2.B1.S1 School and district will provide ongoing professional development opportunities for teachers and para professionals.

Action Step 1

Monitor the use and implementation of best practices and effective teaching strategies to meet the varying skill levels of all learners.

Person or Persons Responsible

Administration, Math Coach, IB Coordinator, Guidance Counselor

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Walk throughs, Classroom Observations, Lesson Plans

Facilitator:

Administration, Math Coach, IB Coordinator, Guidance Counselor

Participants:

Teachers, Instructional Staff

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

Review and analyze data to plan lessons, interventions, and enrichment activities.

Person or Persons Responsible

Administration, Math Coach, IB Coordinator, Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Walk throughs, Unit of Study FCA tests, DBMA, FASTTMATH Reports, Data Meetings, Progress Monitoring Meetings

Plan to Monitor Effectiveness of G2.B1.S1

Fact Fluency

Person or Persons Responsible

Administration, Math Coach, IB Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

FASTTMATH, District Number Fluency Checks

G2.B2 A number of students lack visual representation of abstract concepts.

G2.B2.S1 Provide hands on math instruction using math manipulatives/materials.

Action Step 1

Each classroom will be provided hands on math manipulatives, materials, and resources to support and enhance differentiated instruction.

Person or Persons Responsible

Math Coach, Administration

Target Dates or Schedule

Ongoing through out the school year.

Evidence of Completion

Data Meetings, Progress Monitoring Meetings

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

Math manipulitives/kits will be placed in classrooms so that hands opportunities can be used to support differentiated learning opportunities for students.

Person or Persons Responsible

Math Coach, Administration, IB Coordinator

Target Dates or Schedule

Ongoing all school year.

Evidence of Completion

Walk throughs, Units of Study FCA tests, DBMA, AIMSWeb

Plan to Monitor Effectiveness of G2.B2.S1

Endurance, Problem Solving Strategies

Person or Persons Responsible

Math Coach, Administration, IB Coordinator, Guidance Counselor

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Data Meetings, Progress Monitoring Meetings, AIMSWeb, Units of Study FCA tests, DBMA

G3. Increase the percentatge of students scoring satisfactory on the Reading FCAT 2.0 to 57% and FCAT Writes to 89% by increasing the rigorous differentiated instruction in Reading and Writing to accomodate the range of levels and learning styles of all stude

G3.B1 Time to train teachers and para professionals implementing intervention programs how to best meet the varying levels of student instructional needs.

G3.B1.S1 School and district will provide ongoing professional development opportunities for teachers and para professionals.

Action Step 1

Teachers and para professionals will participate in regularly scheduled opportunites for training provided by the school and district.

Person or Persons Responsible

Teachers, Para Professionals, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observation, Walk Throughs

Facilitator:

Principal, Assist. Principal, Reading Coach

Participants:

Instructional and Non-Instructional Staff

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

Monitor use of data, best practices, stategies, curriculum documents and other resources.

Person or Persons Responsible

Administrators, Reading Coach, IB Coordinator, Guidance Counselor

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Classroom Observation, Walk Throughs, Progress Monitoring Meetings, Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S1

We will monitor the implementation of best practices and effective teaching strategies.

Person or Persons Responsible

Administrators, Reading Coach, IB Coordinator, Guidance Counselor

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Data Meetings, Progress Monitoring Meetings, Units of Study FCA tests, AIMSWeb

G3.B1.S2 Schedule regular opportunities for teachers and para professionals to collaboratively plan. In addition, regular PLC (professional learning communities) meetings will take place so that teachers can train together, plan together, analyze data, problem solve, and share best practices.

Action Step 1

Weekly plannnig opportunities exist for teachers to plan collaboratively with their grade level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

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

Teachers and para professionals will be supported in their use of data to plan and make instructional decisions that will best meet the individual needs of the students they serve.

Person or Persons Responsible

Administrators, Reading Coach, IB Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G3.B1.S2

We will monitor the differientiation of instruction by the use of intervention/enrichment activities in the classroom.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Walkthroughs, Classroom Observations, Lesson Plans

G3.B2 Student exposure/opportunities to read/interact with non-fiction text on their reading level both in their classrooms and at home.

G3.B2.S1 Classrooms will be provided class sets of leveled non-fiction book bins to engage students in reading non-fiction text.

Action Step 1

High interest leveled books bins will be added to each classroom library to enhance the type and variety of reading materials availbable to studetns.

Person or Persons Responsible

Adiministrator, Reading Coach, IB Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Walk Throughs, Unit of Study FCA tests, DBMA

Facilitator:

Administration, Leadership Team

Participants:

Classroom Teachers

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

Teachers will expose students to a variety of reading materials by conducting book pre/reviews, read alouds, and encouraging independent reading in school and at home.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Unit of Study FCA tests, DBMA, AIMSWeb

Plan to Monitor Effectiveness of G3.B2.S1

Student's reading, interaction, and comprehension of non-fiction text will improve.

Person or Persons Responsible

Teachers, Reading Coach, Administration, IB Coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

AIMSWeb, Unit of Study FCA tests, DBMA

G3.B2.S2 Intervention Para -Professionals will be hired and trained to provide interventions.

Action Step 1

Intensive intervention and enrichment opportunities will be provided to students in identified areas of need based on data.

Person or Persons Responsible

Para Professionals

Target Dates or Schedule

Daily during intervention/enrichment block.

Evidence of Completion

AIMSWeb, DBPM, FCAs, FCAT 2.0

Facilitator:

Administration, Leadership Team, Coaches

Participants:

Para Professionals

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

Review schedule, lesson plans, and student data.

Person or Persons Responsible

Administration, Reading Coach, Guidance Counselor, IB Coordinator

Target Dates or Schedule

Weekly

Evidence of Completion

Walk throughs, FCAs, AIMSWeb reports, DBMA, Progress Monitoring Meetings

Plan to Monitor Effectiveness of G3.B2.S2

AIMSWeb Reports

Person or Persons Responsible

Administration, Coaches, Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

FCAs, DBMA, FCAT 2.0

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 will be used to support instruction and learning in reading, writing, math, and science by way of Staff Development, and the purchase materials and resources.
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 I –Part D- Neglected and Delinquent
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.
Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.
Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.
Head Start: Pre-Kindergarten program is offered at selected school sites in the district.
Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at Oakcrest Elementary School 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, D.A.R.E. program.
Other agencies that we collaborate with for various programs:
Marion County Children's Alliance
Education Foundation
Early Learning Coalition of Marion County

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase the percentage of students proficient in science as evidenced by the Science FCAT to 88%.

G1.B1 Teachers need professional development in the the planning and development of hands on science activities.

G1.B1.S1 Train teachers on use of science curriculum maps and science lab activities in order to better support planned lessons.

PD Opportunity 1

Science curriculum documents will be used to plan instruction and suppoting hands on activities.

Facilitator

Administration, IB Coordinator

Participants

Instructional Staff

Target Dates or Schedule

Daily

Evidence of Completion

FCA test data

G2. Increase the percentage of students scoring proficient on the Math FCAT 2.0 to 63%.

G2.B1 Time to train teachers and para professionals implementing intervention programs how to best meet the varying levels of student instructional needs.

G2.B1.S1 School and district will provide ongoing professional development opportunities for teachers and para professionals.

PD Opportunity 1

Monitor the use and implementation of best practices and effective teaching strategies to meet the varying skill levels of all learners.

Facilitator

Administration, Math Coach, IB Coordinator, Guidance Counselor

Participants

Teachers, Instructional Staff

Target Dates or Schedule

Ongoing throughout the school year.

Evidence of Completion

Walk throughs, Classroom Observations, Lesson Plans

G3. Increase the percentatge of students scoring satisfactory on the Reading FCAT 2.0 to 57% and FCAT Writes to 89% by increasing the rigorous differentiated instruction in Reading and Writing to accomodate the range of levels and learning styles of all stude

G3.B1 Time to train teachers and para professionals implementing intervention programs how to best meet the varying levels of student instructional needs.

G3.B1.S1 School and district will provide ongoing professional development opportunities for teachers and para professionals.

PD Opportunity 1

Teachers and para professionals will participate in regularly scheduled opportunites for training provided by the school and district.

Facilitator

Principal, Assist. Principal, Reading Coach

Participants

Instructional and Non-Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observation, Walk Throughs

G3.B2 Student exposure/opportunities to read/interact with non-fiction text on their reading level both in their classrooms and at home.

G3.B2.S1 Classrooms will be provided class sets of leveled non-fiction book bins to engage students in reading non-fiction text.

PD Opportunity 1

High interest leveled books bins will be added to each classroom library to enhance the type and variety of reading materials availbable to studetns.

Facilitator

Administration, Leadership Team

Participants

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Walk Throughs, Unit of Study FCA tests, DBMA

G3.B2.S2 Intervention Para -Professionals will be hired and trained to provide interventions.

PD Opportunity 1

Intensive intervention and enrichment opportunities will be provided to students in identified areas of need based on data.

Facilitator

Administration, Leadership Team, Coaches

Participants

Para Professionals

Target Dates or Schedule

Daily during intervention/enrichment block.

Evidence of Completion

AIMSWeb, DBPM, FCAs, FCAT 2.0

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of students proficient in science as evidenced by the Science FCAT to 88%.	$2,400
G2.	Increase the percentage of students scoring proficient on the Math FCAT 2.0 to 63%.	$72,809
G3.	Increase the percentatge of students scoring satisfactory on the Reading FCAT 2.0 to 57% and FCAT Writes to 89% by increasing the rigorous differentiated instruction in Reading and Writing to accomodate the range of levels and learning styles of all stude	$114,458
	Total	$189,667

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Other	Professional Development	Total
5100	$43,664	$0	$38,580	$82,244
6150, 5900, 6400	$0	$34,614	$0	$34,614
6400	$72,809	$0	$0	$72,809
Total	$116,473	$34,614	$38,580	$189,667

Budget Details

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

G1. Increase the percentage of students proficient in science as evidenced by the Science FCAT to 88%.

G1.B1 Teachers need professional development in the the planning and development of hands on science activities.

G1.B1.S1 Train teachers on use of science curriculum maps and science lab activities in order to better support planned lessons.

Action Step 1

Science curriculum documents will be used to plan instruction and suppoting hands on activities.

Resource Type

Professional Development

Resource

Back to School Boot Camp (data analysis, training,planning, etc.)

Funding Source

5100

Amount Needed

$2,400

G2. Increase the percentage of students scoring proficient on the Math FCAT 2.0 to 63%.

G2.B1 Time to train teachers and para professionals implementing intervention programs how to best meet the varying levels of student instructional needs.

G2.B1.S1 School and district will provide ongoing professional development opportunities for teachers and para professionals.

Action Step 1

Monitor the use and implementation of best practices and effective teaching strategies to meet the varying skill levels of all learners.

Resource Type

Personnel

Resource

Math Coach

Funding Source

6400

Amount Needed

$72,809

G3. Increase the percentatge of students scoring satisfactory on the Reading FCAT 2.0 to 57% and FCAT Writes to 89% by increasing the rigorous differentiated instruction in Reading and Writing to accomodate the range of levels and learning styles of all stude

G3.B1 Time to train teachers and para professionals implementing intervention programs how to best meet the varying levels of student instructional needs.

G3.B1.S1 School and district will provide ongoing professional development opportunities for teachers and para professionals.

Action Step 1

Teachers and para professionals will participate in regularly scheduled opportunites for training provided by the school and district.

Resource Type

Personnel

Resource

Intervention Para Professionals - 2

Funding Source

5100

Amount Needed

$43,664

G3.B2 Student exposure/opportunities to read/interact with non-fiction text on their reading level both in their classrooms and at home.

G3.B2.S1 Classrooms will be provided class sets of leveled non-fiction book bins to engage students in reading non-fiction text.

Action Step 1

High interest leveled books bins will be added to each classroom library to enhance the type and variety of reading materials availbable to studetns.

Resource Type

Other

Resource

Leveled Non-Fiction Books, Nicky Folders, Student Agenda Planners, Notebooks for note taking, Parent night food, Parent Night presenters, Book Study-Teachers(Steven Peters), After School Tutoring Program, Parent Compacts

Funding Source

6150, 5900, 6400

Amount Needed

$34,614

G3.B2.S2 Intervention Para -Professionals will be hired and trained to provide interventions.

Action Step 1

Intensive intervention and enrichment opportunities will be provided to students in identified areas of need based on data.

Resource Type

Professional Development

Resource

Collaborative Planning Time, PMP/Data Meetings, Technology(Engaged Classrooms, Student Computers, Brain Pop Subscription)

Funding Source

5100

Amount Needed

$36,180