2013-2014 SCHOOL IMPROVEMENT PLAN

Spring Park Elementary School

2250 SPRING PARK RD
Jacksonville, FL 32207
904-346-5640
http://www.duvalschools.org/springpark

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	74%

Alternative/ESE Center	Charter School	Minority Rate
No	No	78%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	B	A	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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Spring Park Elementary School

Principal
Pamela Bradley Pierce

School Advisory Council chair
Addie Carswell

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

Name	Title
Leslie Boada	Kindergarten
Stephanie Cirwithen	4th Grade
Georgette Cooper	Pre-K
Elesha Cox	Reading Coach
Carolann DePiro	1st Grade
N'Deeo Hicks	Assistant Principal
Pam Pierce	Principal
Rachel Myatt	2nd Grade
Pamela Picray	Media Specialist
Zandra Pope	Math Coach
Paula Raimondo	3rd Grade
Warren Roberts	ESE
Kerry Turbet	4th Grade
Monica Birch	5th Grade
Shavaun Wojciak	Art

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

School Advisory Council (SAC)

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

Membership of the SAC

The Spring Park SAC is chaired by Community Member Addie Carswell, who is also the grandparent of a S.P.E. student. School librarian/media specialist Pam Picray serves as secretary. Two additional members are Spring Park staff members, while the final two spots are filled by community members. Ernest Vann Head Custodian, Spring Park, JoAnn Manning Community Member and Deloris Brown Coordinator, Full Service Schools

Involvement of the SAC in the development of the SIP

When the Spring Park School Advisory Council met on September 16, 2013 Ms. N'Deeo Hicks, Spring Park Assistant Principal, attended and explained the SIP writing process. She asked for SAC input for the plan as well as answered questions from SAC members.

Activities of the SAC for the upcoming school year

Monthly meetings will take place on the 4th Monday excepting school holidays, when the meetings will take place on the 3rd Monday of the month. The SAC will monitor student achievement and support the school through SAC funds.

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

The use of the budgeted amount of $1705.80 allotted to the SAC has not yet been determined. This will be discussed at the October meeting. The funds are used to support student in courses and teacher growth. $100 will be used for teacher incentives and $300 for student incentives.

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:

Pamela Bradley Pierce		
Principal	Years as Administrator: 17	Years at Current School: 7

Credentials	MA - Educational Leadership, University of North Florida; BA in Education, Simmons College	
Performance Record	In 2004, Mrs. Bradley-Pierce moved Central Riverside from a C to a B. In 2005, she moved Paxon Middle from a F to a D. Both schools have similar demographics to Spring Park. In 2009, Mrs. Pierce moved Spring Park from a C to an A. In 2010, the % of students meeting high standards in Reading increased by 3%, in Math increased by 3%, and in science increased by 33%. In 2011, under Mrs. Pierce's leadership, Spring Park Elementary moved from Correct II to Correct I. Scores improved in writing by 1%. 3rd grade reading and math showed significant gains: Level 1s decreased by 18% and level 3s increased by 6%. In 3rd grade math: Level 1s decreased by 15% and level 3s increased by 6%. 4th grade math showed gains as well: Level 1s decreased by 6% and level 3s increased by 4%. In 2012 The school grade improved from a C to an A. The school grade declined in 2013 from an A-B. 3rd through 5th grade were self contained for IB this has been revised for the 2013-2014 school year.	

N'Deeo Hicks		
Asst Principal	Years as Administrator: 6	Years at Current School: 1

Credentials	Bachelor's Criminal Justice Master's Degree in Educational Leadership Master's Degree in Elementary Education– University of North Florida
Performance Record	Mrs. Hicks taught History and Reading at Twin Lakes Middle for 5 years. While at Twin Lakes Middle the school rose from a B to an A Mrs. Hicks is a trainer for CHAMPS and Foundations. Mrs. Hicks was an instrumental team member to change the instructional focus of A. Philip Randolph High School which resulted in the school increasing the total FCAT score by 34 points. Mrs. Hicks was the administrator over the math department and 70% of the students made gains on the math portion of the FCAT during the 2010 administration. 2010-2011, 54% of the students scored proficient in math, 74% made learning gains, and 64% demonstrated gains in the bottom quartile. 2011-2012, 56% of the students scored proficient on the Algebra I EOC, 70% made learning gains, 87% demonstrated gains in the bottom quartile. The students at APR had the second highest proficiency rating in the District in regard to the high school administration of the school administration of the Algebra I End of Course exam. Last year, 54% of the students scored proficient on the algebra 1 EOC, 70% made learning gains, 81% demonstrated gains in the bottom quartile. The students at APR had the highest bottom quartile gains in the District in regard to the high school administration of the school administration of the Algebra I End of Course exam.

Instructional Coaches

# of instructional coaches
3

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

Instructional Coach Information:

Elesha Cox		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BA in Criminal Justice from St. Leos University M.ED in Curriculum and Assessment from Jones International University K-6 Certification General Education M.ED Curriculum and Assessment
Performance Record	2011:2012: 75% Proficiency 80% Learning gains 2012-2013: 69% Proficiency 78% Learning gains

Zandra Pope		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Mathematics
Credentials	B.S. Degree Business Marketing 12 years Middle School Math Teacher MGIC 5-9
Performance Record	In 2005-2006 I taught 7th grade math and was #5 out of the top 100 secondary math teachers in math gains on the FCAT. In the years 2007, 2008, 2010, 2012, and 2013 I have continuously moved my students forward academically with learning gains of 65% or higher which were also greater than the district's averages at that time.

Arin Johnson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Other
Credentials	-Bachelor Business Administration -Coursework towards Masters Curriculum and Instruction with emphasis in -Reading Education -Gifted Endorsement -Employed with DCPS since 2005 as an elementary teacher
Performance Record	2011-2012: 76% Proficiency (4th grade reading); 73% Learning gains 2012-1013: 63% Proficiency (4th grade reading); 58% Learning gains

Classroom Teachers

# of classroom teachers
35

 # receiving effective rating or higher
34, 97%

 # Highly Qualified Teachers
100%

 # certified in-field
31, 89%

 # ESOL endorsed
18, 51%

 # reading endorsed
2, 6%

 # with advanced degrees
16, 46%

 # National Board Certified
2, 6%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
7, 20%

 # with 6-14 years of experience
14, 40%

 # with 15 or more years of experience
12, 34%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

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

-Provide teachers with common planning within their disciplines :Administration.
-Teachers are provided with professional development opportunities to implement district initiatives: Academic Coaches, District personnel, State personnel.
-Meet and greet new teachers to acclimate them to our campus: PDF, Cirwithen.
-Professional development featuring the gradual release model, FCIM, Depth of Knowledge, and

lesson study
-Meet with new teachers once a month to ensure that teacher needs are addressed and the necessary accommodations are made:PDF, Cirwithen.
PLC meetings by discipline for sharing of best practices and collaboration:Principal, Academic Coaches, Asst. Principals, Mentors
Professional Development provided through the Schultz Center:Individual personnel
Weekly focused observations with specific feedback on instructional practices and next steps:Principal, Academic Coaches, Asst. Principals, Mentors

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

Mint Teacher: Molly Dowling
Mentor: Grace Neville
First year teachers are assigned to mentors, instructional coaches, designated administrators to assure the highest level of support. Teachers is paired with a mentors from the same discipline in an effort to provide continuing support.
New teachers complete district Mentoring program, Meet with district Cadre, Monthly meetings with mentor/new teacher team at school, and complete IB training.

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 MTSS Leadership Team will meet monthly during the school day. The team will attend all district MTSS trainings and will provide training to the faculty on MTSS practices. The MTSS Leadership Team will also review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will monitor the use of the three-tiered model of Response to Intervention schoolwide.
During meeting times, the team will review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team.
The school-based MTSS Leadership Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be reviewed quarterly to support the interventionist (e.g.,teacher, MTSS/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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

Members of the school-based MTSS Leadership Team have reviewed and provided input in the SIP. They have revised our implementation to increase activities during the school day and monitoring of students in the process. The Team is also utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed to develop the school improvement plan.

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

The leadership team meets once a week and has an ongoing review of at risk students and those going through the RTI process. The principal looks at intervention documentation at grade level meetings and one-on-one as needed. The RTI team assists with making sure the intervention is implemented with fidelity and that the documentation is correct. This information is then shared with the leadership team on an on-going basis.

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

• Florida Comprehensive Assessment Test (FCAT): The Florida Comprehensive Assessment Test® is a state assessment that measures student success with the Sunshine State Standard.
• FLKRS: This is the Florida Readiness Screener that is given to all Kindergarten students in the state of Florida.
• Duval County Curriculum Guide Assessments (Science, Reading and Math): Duval County Curriculum Guide Assessments assessments are given to 2nd-5th graders three times a year to assess where students are, and plan instruction.
• District Writing Prompts: District Writing Prompts are writing assessments from the district that mirror what students will be expected to do on FCAT Writes!
• Diagnostic Assessment of Reading (DAR): The Developmental Reading Assessment provides teachers with a method for assessing and documenting students' development as readers over time.
•i-Ready : The Developmental Math Assessment provides teachers with a method for assessing and documenting students' development over time.
• Comprehensive English Language Learning Assessment (CELLA): CELLA is the Comprehensive Language Learning Assessment that measures growth of students classified as English Language Learners, and if they are mastering skills necessary for academic achievement
• Office Discipline Referrals: School-based records that document inappropriate student behavior
• Retentions: Record of students being held from continuing on to the next grade
•Attendance Conferences

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

Professional development will be provided during early dismissal days and small sessions will occur throughout the year. The school-based MTSS Leadership Team will provide in-service to the faculty on designated professional development days (i.e.early dismissal, planning days, and faculty meetings). The MTSS team will also evaluate additional staff PD needs during monthly MTSS Leadership meetings. MTSS training will be job embedded and will also occur during the following:
• Professional Learning Communities
• Collaborative Planning
• Analysis of student work
• Classroom observations
Parents are informed of RTI interventions and are apart of the problem solving team. Parents receive updates in numerous ways (phone calls, meeting participation, and information updates are sent home).

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: 108

Provide struggling students with remediation and enrichment for students performing at mastery level.

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?

The students will be given a pre/post assessment to track their progress. the data from the assessments will be utilized to drive instruction.

Who is responsible for monitoring implementation of this strategy?

Administration (Hicks & Pierce)

Literacy Leadership Team (LLT)

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

Name	Title
Chris Fegan	1st
Monica Birch	5th
Pam Picray	Media Specialist
Stephanie Cirwithen	4th
Raechel Myatt	2nd
Leslie Boada	Kindergarten
Karen Affatato	3rd
Elesha Cox	Reading Coach

How the school-based LLT functions

The Literacy Leadership Team will meet the first Friday of each month. During meetings, the team will often look at student work; analyze the effectiveness of the Instructional Focus calendars, mini-lessons, mini-assessments, formative, and enrichment to determine any necessary revisions. Team members will also use this time to plan the next steps for instruction based on data. We also meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals. Additionally, the Literacy Team will implement assemblies and celebrations around reading and writing, to foster a love for the two.

Major initiatives of the LLT

The major initiative of the Literacy Leadership Team this year is to have full implementation of the Literacy RTI. Additionally, it is important to portray reading as a fun and exciting activity instead of something boring, or something that you do when there is nothing else. As a team, a huge focus for us this year is to create literacy opportunities (assemblies, school-wide celebrations, and field-trips) for students to experience reading in an exciting way. We will align our resources with our PTA and Parent Involvement Facilitator to increase parental support of student literacy. We are hosting 2 family movie nights and a family field trip to the downtown library.

Every Teacher Contributes to Reading Instruction

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

Every teacher is expected to utilize reading strategies in every content area. Teachers are provided Professional development on incorporating reading in their subject. The Literacy Coach and Math Coach work together with teachers to ensure teachers are incorporating reading strategies in every subject.

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

Our school has three Developmentally Delayed Classrooms for students ages 3-5, and two Title One classrooms for students age 4. One of the Title One Classrooms is also a blended classroom. This classroom allows students in our DD class to participate full time in an inclusion classroom setting. We are a summer school Pre-K site, parents are invited to Parent Involvement meetings and our Pre-K students/parents receive standard based report cards.

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	50%	42%	No	55%
American Indian				
Asian				
Black/African American	48%	39%	No	53%
Hispanic	53%	43%	No	58%
White	40%	38%	No	46%
English language learners				
Students with disabilities	32%	18%	No	39%
Economically disadvantaged	47%	36%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	21%	30%
Students scoring at or above Achievement Level 4	122	20%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	54	66%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	51	63%	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)	16	57%	62%
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]*		12%
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]*		16%

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	17	51%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	36%	No	54%
American Indian				
Asian				
Black/African American	44%	40%	No	50%
Hispanic	53%	27%	No	58%
White	40%	35%	No	46%
English language learners				
Students with disabilities	41%	27%	No	47%
Economically disadvantaged	48%	34%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	25%	35%
Students scoring at or above Achievement Level 4	122	12%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	42	52%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	52	64%	70%

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	*[data excluded for privacy reasons]*		27%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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			
Students retained, pursuant to s. 1008.25, F.S.	17	5%	3%
Students who are not proficient in reading by third grade	42	76%	50%
Students who receive two or more behavior referrals	19	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	3%	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

Our goal is to have at least 45% of our parents attend an event on campus, or use a parent service such as "grade portal, or phone conferencing.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
45 %	152	40%	45%

Area 10: Additional Targets

Additional targets for the school

To complete the 4th year of implementation of the International Baccalaureate Primary Years Programme. This goal includes submission of all required responses and documentation to become

authorized.

Our top priority is school safety and our goal is to ensure that our students are learning in a safe, civil, structured learning environment that is positive, proactive and free from bullying, harassment and danger.

All teachers will be trained to identify and react to unsafe situations, bullying, and how to combat the behavior.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Conduct quarterly training and assembly with staff and students to address safely concerns, behaviors and positive behaviors.	0	0%	100%
Conduct focus safety walks at least once a month of the entire building (interior and exterior), as well as, conducting code yellow, code red drills, and fire drills each semester, with all teachers and students responding appropriately.	0	0%	100%

Goals Summary

G1. Economically disadvantage students making adequate progress will increase from 36% to 52% in reading and 34% to 54% in math on the 2014 Spring FCAT 2.0.

G2. Increase the percentage of students proficient (3 or above) on the 2014 Spring FCAT 2.0 by 5% or more at each grade level.

G3. Increase the percentage of students making learning gains by at least 5% on the 2014 Spring FCAT 2.0 by 5% or more at each grade level.

G4. Increase the percentage of students in the lowest 25% making learning gains by at least 5% on the 2014 Spring FCAT 2.0 by 5% or more at each grade level. .

G5. Students with disabilities making adequate progress will increase from 18% to 39% in reading and 27% to 47% in math on the 2014 Spring FCAT 2.0.

Goals Detail

G1. Economically disadvantage students making adequate progress will increase from 36% to 52% in reading and 34% to 54% in math on the 2014 Spring FCAT 2.0.

Targets Supported

Resources Available to Support the Goal
- Administration School Based Coaches Teachers Program Materials

Targeted Barriers to Achieving the Goal
- Increasing teachers knowledge of delivering instruction that includes explicit instruction, guided instruction, and independent practice as well as lesson assessments (Gradual Release).

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments data will be disaggregated and analyzed quarterly to track the progress of economically disadvantaged students.

Person or Persons Responsible
Administration (Hicks & Pierce) School Based Coaches (Cox & Pope) Teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Curriculum Guide Assessments Data Chats

G2. Increase the percentage of students proficient (3 or above) on the 2014 Spring FCAT 2.0 by 5% or more at each grade level.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- 1.Classroom teachers 2. District Specialists 3. School Based Coaches 4. Program Materials 5. District Curriculum Guides 6. Administrative support

Targeted Barriers to Achieving the Goal

- Students entering the current school year are performing below grade-level expectations.

- Instructional rigor and student engagement is not at the cognitive complexity level that promotes critical thinking .

Plan to Monitor Progress Toward the Goal

Monitor DAR, iReady and CGAs assessments and data collection.

Person or Persons Responsible

Literacy(Cox)/Math(Pope)/Science(Stallworth) Coach and Administration(Hicks & Pierce).

Target Dates or Schedule:

Ongoing

Evidence of Completion:

The percentage of students proficient on the 2104 FCAT 2.0 will have increase by at least 5%.

G3. Increase the percentage of students making learning gains by at least 5% on the 2014 Spring FCAT 2.0 by 5% or more at each grade level.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- District Specialists School Based Coaches Program Materials District Curriculum Guides Test Item Specifications

Targeted Barriers to Achieving the Goal

- Data is not being utilized effectively to drive instruction.

Plan to Monitor Progress Toward the Goal

By analyzing the quarterly CGA results to determine the percentage of learning gains made per grade level, subject and strand.

Person or Persons Responsible
Administration (Hicks & Pierce)

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Assessments (CGAs,i Ready, DAR) Walk-throughs

G4. Increase the percentage of students in the lowest 25% making learning gains by at least 5% on the 2014 Spring FCAT 2.0 by 5% or more at each grade level. .

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- District specialists School Based Coaches Program materials District Curriculum Guides Administrative support

Targeted Barriers to Achieving the Goal
- Teachers not utilizing differentiated instruction to engage the lower quartile students.

Plan to Monitor Progress Toward the Goal

Retrieving and analyzing the CGA data to determine the percentage of learning gains for the lowest 25% students.

Person or Persons Responsible
Teachers, Math Coach (Pope) ,Literacy Coach (Cox) and the Leadership Team.

Target Dates or Schedule:
Ongoing

Evidence of Completion:
CGA data

G5. Students with disabilities making adequate progress will increase from 18% to 39% in reading and 27% to 47% in math on the 2014 Spring FCAT 2.0.

Targets Supported

Resources Available to Support the Goal
- District Specialist School Based Coaches Program Materials Administration ESE support

Targeted Barriers to Achieving the Goal
- Teachers expertise in providing appropriate interventions.

Plan to Monitor Progress Toward the Goal

Curriculum Guide assessments data will be disaggregated and analyzed to track the progress of SWD.

Person or Persons Responsible

Teachers Administration (Hicks & Pierce) Coaches (Cox & Pope)

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Assessments

Action Plan for Improvement

Problem Solving Key

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

G1. Economically disadvantage students making adequate progress will increase from 36% to 52% in reading and 34% to 54% in math on the 2014 Spring FCAT 2.0.

G1.B3 Increasing teachers knowledge of delivering instruction that includes explicit instruction, guided instruction, and independent practice as well as lesson assessments (Gradual Release).

G1.B3.S2 Provide teachers professional development of the Gradual Release of Responsibility Model.

Action Step 1

Teachers will participate in a Book Study on the Gradual Release of Responsibility Model and other trainings.

Person or Persons Responsible

Administration (Hicks & Pierce) School Based Coaches (Cox & Pope) IB Coordinator (Johnson)

Target Dates or Schedule

Ongoing

Evidence of Completion

Blog Walk-through

Facilitator:

Hicks Cox Pope Johnson Stallworth

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S2

The strategy will be monitored through teachers response on the blog, the professional development calendar and teachers attendance at trainings.

Person or Persons Responsible

Administration (Hicks & Pierce) School Based Coaches (Cox & Pope) IB Coordinator (Johnson)

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plan Walk-through Sign-in sheets

Plan to Monitor Effectiveness of G1.B3.S2

The strategy will be monitored through teacher response to the blog questions and evidence of gradual release in teachers instruction.

Person or Persons Responsible

Administration (Hicks & Pierce) School Based Coaches (Cox & Pope) District Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Blog Walk-through Data

G2. Increase the percentage of students proficient (3 or above) on the 2014 Spring FCAT 2.0 by 5% or more at each grade level.

G2.B1 Students entering the current school year are performing below grade-level expectations.

G2.B1.S1 All teachers will implement the Instructional Framework Model (Gradual Release) with fidelity.

Action Step 1

Deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Lesson Plans *Student Work

Action Step 2

Provide intensive, maintenance and enrichment instruction of rotating groups of students, or to individual students based on needs as indicated by student data reports during Daily Center Rotations.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Student Data Reports *Lesson Plans for Small-Group Instruction *Anecdotal Notes

Action Step 3

Plan and implement lessons following the Instructional Framework Model with school-based Coaches and grade level team during weekly Common Planning Time meetings.

Person or Persons Responsible

Teachers *School-Based Coaches

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans

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

Participate in professional development opportunities to understand how to effectively implement the Instructional Framework Model and implement the Instructional Framework Model in each classroom with fidelity.

Person or Persons Responsible

*Teachers *Literacy(Cox)/Math(Pope)/Science Specialist (Stallworth).

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes

Plan to Monitor Effectiveness of G2.B1.S1

*Lesson Plans (to include Instructional Framework Model) *Classroom Walk-Throughs *Formal/Informal Observations *Quarterly Data Chats *Common Planning Time Meeting Minutes *Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration (Hicks & Pierce) Literacy(Cox) /Math (Pope) Coach

Target Dates or Schedule

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

Evidence of Completion

*Curriculum Guide Assessments *DAR *iReady *2014 FCAT 2.0

G2.B1.S2 All teachers will differentiate instruction daily for all students

Action Step 1

Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with school-based Coaches, Lesson Studies, professional book/article studies, etc.

Person or Persons Responsible

Teachers *School-Based Coaches (Pope & Cox)

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans

Facilitator:

Pope Cox District

Participants:

All teachers

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

Differentiate instruction daily based on individual students' needs through the implementation of Daily Center Rotation and tiered learning activities

Person or Persons Responsible

*Literacy Teachers *School-Based Literacy Coach *Literacy Specialist

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans *Student Work Samples/Performance Tasks *Anecdotal Notes

Plan to Monitor Effectiveness of G2.B1.S2

Administration ELA Director Literacy Coach

Person or Persons Responsible

*Lesson Plans (to include DCPS Instructional Framework Model) *Classroom Walk-Throughs *Formal/Informal Observations *Quarterly Data Chats *Common Planning Time Meeting Minutes *DCPS Coaching Cycle Feedback Forms

Target Dates or Schedule

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

Evidence of Completion

*Curriculum Guide Assessments *DAR *2014 FCAT 2.0

G2.B4 Instructional rigor and student engagement is not at the cognitive complexity level that promotes critical thinking .

G2.B4.S1 Professional Development on curriculum and rigor (Coaching Cycle).

Action Step 1

Provide professional development on incorporating rigor and student engagement into lessons.

Person or Persons Responsible

Literacy Coach(Cox), Math Coach (Pope) and Administration (Hicks/ Pierce)

Target Dates or Schedule

October 9th and ongoing

Evidence of Completion

Lesson plans and walk-through documents.

Facilitator:

Literacy Coach(Cox), Math Coach (Pope) and Administration (Hicks/ Pierce)

Participants:

All teachers

Action Step 2

Collaboratively identify the needs of the teachers to complete the coaching cycle with.

Person or Persons Responsible

Literacy Coach(Cox), Math Coach (Pope), Science Coach (Stallworth), Administration (Hicks/Pierce) and teachers.

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, walk-through documents, coaching cycle documents.

Facilitator:

Science Coach (Ms. Stallworth) Literacy Coach(Cox) Math Coach (Pope)

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Meet weekly with the Literacy, Math and Science Coaches to Identify the tier 2 and 3 teachers to start the coaching cycle process with. Meet with the above mentioned coaches to determine the success of curriculum implementation and rigor through the coaching cycle process.

Person or Persons Responsible

Administration (Hicks & Pierce) ,Literacy (Cox), Math (Pope), Science (Stallworth) Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-throughs, lesson plans, coaching cycle documentation and assessments.

Plan to Monitor Effectiveness of G2.B4.S1

Lesson Plans Classroom Walk-Throughs Coaching Cycle Feedback forms Formal/Informal Observation

Person or Persons Responsible

Administration (Hicks & Pierce)

Target Dates or Schedule

Ongoing

Evidence of Completion

Curriculum Guide Assessments and FCAT.

G3. Increase the percentage of students making learning gains by at least 5% on the 2014 Spring FCAT 2.0 by 5% or more at each grade level.

G3.B3 Data is not being utilized effectively to drive instruction.

G3.B3.S1 Provide professional development of how to retrieve, analyze, and incorporate data into daily instruction.

Action Step 1

Participate in professional development on how retrieve, analyze, and incorporate data into daily instruction.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Data Chats forms Entrance and Exit tickets

Facilitator:

Literacy Coach (Cox), Math Coach (Pope), and Johnson

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Providing professional development training on early release Wednesday on how to retrieve data from Insight/Inform, iReady and DAR .

Person or Persons Responsible

Administration (Hicks & Pierce)

Target Dates or Schedule

Ongoing

Evidence of Completion

Walk-throughs Agenda Lesson Plans Sign-in sheets

Plan to Monitor Effectiveness of G3.B3.S1

Data chats will be conducted with teachers to ensure the use of data in instruction.

Person or Persons Responsible

Administration (Hicks & Pierce), Literacy Coach (Cox) and Math Coach (Pope)

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebook Lesson Plans Data Chats (teacher to student)

G4. Increase the percentage of students in the lowest 25% making learning gains by at least 5% on the 2014 Spring FCAT 2.0 by 5% or more at each grade level. .

G4.B3 Teachers not utilizing differentiated instruction to engage the lower quartile students.

G4.B3.S2 Provide data chats administration-teacher, coach-teacher and teacher-students to provide the necessary information to differentiate instruction .

Action Step 1

Provide professional development on how to complete data chat forms and how to use the data to differentiate instruction.

Person or Persons Responsible

Literacy Coach (Cox), Math Coach (Pope) and Johnson

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chats Forms Agenda

Facilitator:

Literacy Coach (Cox), Math Coach (Pope) and Johnson

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Through common planing sessions and through quarterly meeting.

Person or Persons Responsible

Literacy Coach (Cox), Math Coach (Pope) and Administration (Hicks & Pierce)

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chat Forms

Plan to Monitor Effectiveness of G4.B3.S2

A schedule for data chats will be created and evidence of it use through classroom instruction. A monitoring of data notebooks.

Person or Persons Responsible

Teachers, Literacy Coach (Cox), Math Coach (Pope) and Administration (Hicks & Pierce).

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Notebooks Lesson Plans Data Chat Forms

G5. Students with disabilities making adequate progress will increase from 18% to 39% in reading and 27% to 47% in math on the 2014 Spring FCAT 2.0.

G5.B2 Teachers expertise in providing appropriate interventions.

G5.B2.S1 Co-teaching model for those content classes where there is a large number of SWD.

Action Step 1

VE teachers will be scheduled into classes to provide support.

Person or Persons Responsible

Warren Roberts Joubert

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Schedules

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

ESE teachers will provide administration with a schedule showing their time spent in classrooms supporting SWD. Administration will conduct walk-throughs of the classrooms with co-teaching.

Person or Persons Responsible

Administration (Hicks & Pierce) ESE Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Walk-throughs

Plan to Monitor Effectiveness of G5.B2.S1

Administration will conduct observations and walk-throughs to monitor the effectiveness of the strategy.

Person or Persons Responsible

Administration (Hicks & Pierce)

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Walk-throughs

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
Services are provided to ensure students requiring additional remediation are assisted through after-school tutoring programs or summer school. The district coordinates with Title I in ensuring staff development needs are provided.
Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure needs are met. Students are provided breakfast in the classroom.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop out Prevention programs.
Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of English Language Learners.
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-VentoAct to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be used for night time programs for students and parents. Students will participate in Reading, Writing, Mathematics, and Science Academic Nights. Students will participate in mini-camps to ramp them up in Reading, Writing, Mathematics, and Science. SAI funds will be coordinated with Title 1 funds to provide equipment, teachers, materials, and summer school for all level 1 & 2 students.
Violence Prevention Programs
• Continuation of Second Step (Anti-bullying program)
This anti-violence program is designed to teach social skills in the areas of empathy, impulse control, and anger management.
• School-Wide Behavior Plan
• Behavior Interventionists through Full Service Schools
• Lunch and Learn Group (group of at risk students will meet once a week for 6 weeks with Guidance counselor for behavior
strategies)
• Foundations and CHAMPs Programs are fully implemented and directed by the school-wide Foundations Team
Nutrition Programs
Breakfast in the Classroom – Each student is provided free breakfast each day regardless of their free/reduced lunch status
Housing Programs
N/A
Head Start
N/A
Adult Education
The Title I Parent Resource Center housed at the school offers several educational programs and family

training for parents.
Career and Technical Education
N/A
Job Training
N/A
Other
N/A

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. Economically disadvantage students making adequate progress will increase from 36% to 52% in reading and 34% to 54% in math on the 2014 Spring FCAT 2.0.

G1.B3 Increasing teachers knowledge of delivering instruction that includes explicit instruction, guided instruction, and independent practice as well as lesson assessments (Gradual Release).

G1.B3.S2 Provide teachers professional development of the Gradual Release of Responsibility Model.

PD Opportunity 1

Teachers will participate in a Book Study on the Gradual Release of Responsibility Model and other trainings.

Facilitator

Hicks Cox Pope Johnson Stallworth

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Blog Walk-through

G2. Increase the percentage of students proficient (3 or above) on the 2014 Spring FCAT 2.0 by 5% or more at each grade level.

G2.B1 Students entering the current school year are performing below grade-level expectations.

G2.B1.S2 All teachers will differentiate instruction daily for all students

PD Opportunity 1

Participate in professional development on how to differentiate instruction to meet the needs of all students through Common Planning time sessions with school-based Coaches, Lesson Studies, professional book/article studies, etc.

Facilitator

Pope Cox District

Participants

All teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

*Common Planning Time Meeting Minutes *Lesson Plans

G2.B4 Instructional rigor and student engagement is not at the cognitive complexity level that promotes critical thinking .

G2.B4.S1 Professional Development on curriculum and rigor (Coaching Cycle).

PD Opportunity 1

Provide professional development on incorporating rigor and student engagement into lessons.

Facilitator

Literacy Coach(Cox), Math Coach (Pope) and Administration (Hicks/ Pierce)

Participants

All teachers

Target Dates or Schedule

October 9th and ongoing

Evidence of Completion

Lesson plans and walk-through documents.

PD Opportunity 2

Collaboratively identify the needs of the teachers to complete the coaching cycle with.

Facilitator

Science Coach (Ms. Stallworth) Literacy Coach(Cox) Math Coach (Pope)

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, walk-through documents, coaching cycle documents.

G3. Increase the percentage of students making learning gains by at least 5% on the 2014 Spring FCAT 2.0 by 5% or more at each grade level.

G3.B3 Data is not being utilized effectively to drive instruction.

G3.B3.S1 Provide professional development of how to retrieve, analyze, and incorporate data into daily instruction.

PD Opportunity 1

Participate in professional development on how retrieve, analyze, and incorporate data into daily instruction.

Facilitator

Literacy Coach (Cox), Math Coach (Pope), and Johnson

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Data Chats forms Entrance and Exit tickets

G4. Increase the percentage of students in the lowest 25% making learning gains by at least 5% on the 2014 Spring FCAT 2.0 by 5% or more at each grade level. .

G4.B3 Teachers not utilizing differentiated instruction to engage the lower quartile students.

G4.B3.S2 Provide data chats administration-teacher, coach-teacher and teacher-students to provide the necessary information to differentiate instruction .

PD Opportunity 1

Provide professional development on how to complete data chat forms and how to use the data to differentiate instruction.

Facilitator

Literacy Coach (Cox), Math Coach (Pope) and Johnson

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data Chats Forms Agenda

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. Economically disadvantage students making adequate progress will increase from 36% to 52% in reading and 34% to 54% in math on the 2014 Spring FCAT 2.0.

G1.B3 Increasing teachers knowledge of delivering instruction that includes explicit instruction, guided instruction, and independent practice as well as lesson assessments (Gradual Release).

G1.B3.S2 Provide teachers professional development of the Gradual Release of Responsibility Model.

Action Step 1

Teachers will participate in a Book Study on the Gradual Release of Responsibility Model and other trainings.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed