



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Henry F. Kite Elementary School

9430 LEM TURNER RD

Jacksonville, FL 32208

904-924-3031

<http://www.duvalschools.org/henrykite>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
68%

Alternative/ESE Center
No

Charter School
No

Minority Rate
94%

School Grades History

2013-14
C

2012-13
C

2011-12
D

2010-11
C

2009-10
D

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

| DA Category | Region | RED |
|-------------|--------|-----|
| Not in DA | N/A | N/A |

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

Current School Status

School Information

School-Level Information

School

Henry F. Kite Elementary School

Principal

Carolyn Davis

School Advisory Council chair

Valerie Stevenson

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

| Name | Title |
|---------------|---------------------|
| AuGena Sapp | Assistant Principal |
| Erica Dobson | Math Coach |
| Jill Newhouse | Reading Coach |

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

Carolyn Davis, Principal
 Gloria Teel-Blue, Educational Support
 Valerie Stevenson, Chairperson
 Robin Brown, Parent
 James Hampton, Parent
 Sharon Seagroves, Community/Business Partner
 Erica Dobson, Teacher

Involvement of the SAC in the development of the SIP

The purpose of the School Advisory Council is to enhance school site decision making, to serve in an advisory capacity to the principal regarding school improvement, to assist in the preparation and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funds.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet on eight scheduled dates with additional dates as needed. Agendas for the meetings will often include the monitoring of school data as it relates to school improvement, and other pertinent initiatives that addresses school concerns and meets the goals of the School Improvement Plan.

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

The School Improvement Funds in which we will receive will be roughly around \$2500. These funds will be allocated for student incentives and awards. All incentives and rewards will have an academic focus.

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:

Carolyn Davis

Principal

Years as Administrator: 15

Years at Current School: 1

Credentials

Bachelor of Science, Elementary Education, Florida A & M University

Master of Education, Educational Leadership, University of North Florida

Performance Record

- Served as an Executive Director at the district office for five consecutive years from 2008 - 2013
- Instrumental in restructuring the academic focus at Annie R. Morgan by implementing the America's Choice School Model as well as the Superintendent's five identified strategies for school improvement. She partnered with the Duval Teachers United in the implementation of the CORE program (Creating Opportunities that Result in Excellence). This program's purpose was to recruit and retain highly qualified teachers for the district's most challenged schools.
- Improved Annie R. Morgan's school grade of a "D" for the year 2000 to an "A" for the year 2004.
- During her principalship at Gregory Drive Elementary, the school earned its first school grade of "A".
- Was named Duval County Elementary Principal of the Year and honored as the Region II Elementary Principal of the year for the State of Florida.

AuGena Sapp

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Elementary Education K-6, Bethune-Cookman College
M.Ed., Educational Leadership, St. Leo University

Performance Record

2007-2009 Taught fourth grade literacy at Rutledge H. Pearson Elementary and increased proficiency to over 80% in reading and in the 90th percentile both years in writing with significant bottom quartile gains that helped take the school grade from an F to an A in 2 years.

2009-2010 taught third grade at Rutledge Pearson with proficiency of 83% in reading and 76% in math.

2010-2011 taught fourth grade at Biscayne Elementary with proficiency above 75% in reading, math, and writing.

2011-2013 became the reading coach at Biscayne Elementary and increased school grade from being points shy of a D to a current C with 3 points from a B.

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Erica D. Dobson**

Full-time / School-based

Years as Coach: 4

Years at Current School: 4

Areas

Mathematics

Credentials

BS, Biology – Florida A & M University

M.Ed., Educational Leadership – University of North Florida

Certified - Elementary Education, Grades K-6

Performance Record

- In 09-10 at New Berlin Elementary School, 86% of all my students scored a 3 or higher on FCAT Math, 55% were 4's and 5's in an Inclusion classroom. The lowest 25% percent made adequate learning gains in Math. AYP was not met with the African American males' subgroup.
- As the Math Coach at Henry F. Kite during the school year 10-11', we were instrumental in improving the school grade from a "D" to a "C" by having 69% high achieving (an overall increase of 17%) and 63% of the lowest 25% making gains in math (an overall increase of 21%).
- As the Math Coach at Henry F. Kite, during the 12-13' school year, the overall proficiency level for grades 3-5 went from 43% to 60% causing a 17% increase. The learning gains went from 40% to 84% which resulted in a 44% increase. And the Bottom Quartile students went from 37% to 87% which showed an increase of 50%. These results also aided in the movement of the school grade from a "D" to a "C".

Jill Newhouse

Full-time / School-based

Years as Coach: 5

Years at Current School: 4

Areas

Reading/Literacy

Credentials

- B.A. Elementary Education, West Virginia University
- Master of Arts in Education, West Virginia University
- Florida State Certification in Elementary Education (1-6), Specific Learning Disabilities (K-12), and Mentally Handicapped (K-12)
- National Board Certification in Literacy: Reading and Language Arts

Performance Record

- During my first year (2010-11) as Reading Coach at Henry F. Kite Elementary, the school grade increased from a "D" to a "C". 66% of our students met high standards in reading during the 2010-11 school year.
- 79% of our students achieved high standards in writing during the 2011-12 school year and the percentage of our lowest 25% making learning gains in reading was 71% (an increase of 11% from the previous school year).
- Our 3rd grade students demonstrated a 22% increase in proficiency during the 2012-13 school year (from 25% demonstrating proficiency the previous year to 47% meeting high standards in Spring 2013)

Classroom Teachers**# of classroom teachers**

23

receiving effective rating or higher

23, 100%

Highly Qualified Teachers

100%

certified in-field

23, 100%

ESOL endorsed

10, 43%

reading endorsed

2, 9%

with advanced degrees

9, 39%

National Board Certified

1, 4%

first-year teachers

4, 17%

with 1-5 years of experience

6, 26%

with 6-14 years of experience

10, 43%

with 15 or more years of experience

3, 13%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

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

1

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

1. Mentoring (partnering new teachers with high performing veteran teachers)
2. Instructional Coaches (Math and Reading), Literacy Leads, and Principal model instructional strategies and parallel teach with teachers to provide in-depth, one-on-one professional development in the classroom
3. On-site weekly professional development
4. Participation in MINT (Mentoring and Induction for Novice Teachers).
5. Regularly scheduled meetings

Teacher Mentoring Program/Plan

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

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

Anthony Aiuppy - mentored by Janice Miller - Ms. Miller is an experienced teacher who achieved 68% learning gains and proficiency, can assist resource teachers with school policies and procedures and best instructional practices.

- Monthly MINT meetings
- Observations of subject area resource teachers in other schools

Antione Atwater - mentored by Janice Miller - Ms. Miller is an experienced teacher who achieved 68% learning gains and proficiency, can assist resource teachers with school policies and procedures and best instructional practices.

- Monthly MINT meetings
- Observations of subject area resource teachers in other schools

Cortina Fazzini - mentored by Janice Miller - Ms. Miller is an experienced teacher who achieved 68% learning gains and proficiency, can assist resource teachers with school policies and procedures and best instructional practices.

- Monthly MINT meetings
- Observations of subject area resource teachers in other schools

Megan DiMarco - mentored by Alice Smith - Mrs. Smith is a veteran teacher with 9 years of 1st grade teaching experience and 6 years of Reading Recovery experience working with 1st graders. She has an extensive history of working with emergent readers and was also a Teacher of the Year region finalist.

- Monthly MINT meetings
- Support by Reading and Math Coaches
- Observations of experienced teachers

Shirann Jordan-Myers- mentored by Alice Smith - Mrs. Smith is a veteran teacher with 9 years of 1st grade teaching experience and 6 years of Reading Recovery experience working with 1st graders. She has an extensive history of working with emergent readers and was also a Teacher of the Year region finalist.

- Monthly MINT meetings
- Support by Reading and Math Coaches
- Observations of experienced 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 MTSS team meets monthly to review behavioral data, student achievement data, diagnostic data and progress monitoring data to identify students not meeting academic, attendance, and/or behavioral expectations. After determining the effectiveness of the Tier 1 Instruction in place and whether it has not proven to be effective, the team will meet with teachers and begin the problem solving process to establish Tier 2 and/or Tier 3 interventions for students identified by need. The team will then review the implementation of interventions at weekly common planning grade level meetings and will determine if the interventions should be continued, increased or terminated. The process is ongoing and fluid. Students are added and released from interventions as needed.

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

- Carolyn Davis, Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
- Terri Dieker, Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Grade Level Chairs: Tiffinie Wilkinson, Latoya Jackson, Megan Ryan, Catherine Thompson, Janice Miller, Nicole Finkel; Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/interventions; collaborate with other staff to implement Tier 2 and/or Tier 3

interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.

- Paula Carter, Special Education Teacher: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Rebecca Taylor, District Behavioralist: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Kathy Smith, District School Psychologist: Participates in collection, interpretation, analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention, planning and program evaluation; facilitates data-based decision making.
- Barbara Lawrence, District ESE Liaison: acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.

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

Student achievement data is used to determine the effectiveness and the fidelity in which MTSS was implemented towards the SIP. The leadership team meets monthly to review student achievement data to make informed decisions.

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

The following assessments are being used to obtain baseline academic data for students here at Henry F. Kite Elementary School: Curriculum Guide Assessments in Reading, Mathematics, Science, Writing, Art, Music, and Physical Education; the IOWA test of basic skills; Diagnostic Assessments in Reading Instruction (DAR); and i-Ready. The results of these assessments will be available to administration and teachers for analyzation and disaggregation. Attendance data is also kept and recorded through Oncourse. Behavior is monitored and implemented through through CHAMPs in classrooms throughout the school.

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

The Guidance Counselor and MTSS Team will support teachers' implementation of MTSS by discussing specific student needs at monthly MRT meetings, weekly grade level meetings, and weekly common planning meetings. Also included in the Title I Parent Involvement Plan are parent trainings on problem solving and interventions that can be implemented at 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:** 41,400

Henry F. Kite's Extended Day Program provides students with academic enhancement, tutoring and remediation activities that reflect the standards-based reading and mathematics efforts of the district. The programs also provide a variety of other before- and after-school enrichment activities for students that may include computers, arts and crafts, recreational activities and other special events.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

The Extended Day Directors are responsible for collecting, analyzing, and reporting the effectiveness for students each day. The Extended Day staff develops lessons, activities and progress monitoring assessments to determine the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

The Extended Day Directors are responsible for monitoring the implementation of this strategy.

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

| Name | Title |
|--------------------|----------------------|
| Carolyn Davis | Principal |
| Jill Newhouse | Reading Coach |
| Alice Smith | 3rd Grade Teacher |
| Tonya Mayfield | 5th Grade Teacher |
| Rachel Dailo | 4th Grade Teacher |
| Megan Ryan | 2nd Grade Teacher |
| Tiffinie Wilkinson | Kindergarten Teacher |
| Latoya Jackson | 1st Grade Teacher |

How the school-based LLT functions

Our LLT meets regularly to review the diagnostic data and monitor needs for support. Based upon this information the team will identify professional development activities needed to create effective teaching and learning environments. The data used to guide conversations will include IOWA, DAR, Curriculum Guide Assessments, and Baselines.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team will be to collaboratively deepen the content knowledge of the Next Generation Sunshine State Standards and the Common Core Standards, as well as the new Reading Curriculum Guides to assist teachers in their effective delivery of all assessment sources and their next steps for instruction.

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

Within the first 30 days of enrollment, Kindergarten students are assessed on the Florida Kindergarten Readiness Screening (FLKRS) to determine Kindergarten readiness. This assessment which is comprised of two sub-tests, measures the whole child. The Early Childhood Observation System, ECHOS, is based on national standards in seven domains: Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness, and Creative Arts and the Florida Assessment in Reading Instruction (FAIR). The data accumulated through the assessment of these tests are used to group students for differentiated instruction and to obtain strategies for immediate intensive intervention. An uninterrupted literacy block is implemented in Kindergarten classrooms to provide instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. At the end of the first grading period students are reassessed to determine their reading progress. Kindergarten students also complete a baseline mathematics assessment during the weeks of school. This assessment assists teachers with identifying students that will require intervention. Ongoing progress monitoring is used to determine effectiveness of instruction. Students are also afforded the opportunity to come to a back to school orientation for preschool students to visit Kindergarten classrooms in May to take a tour and receive a Kinder "tool-kit" to help prepare students for what they are expected to learn and do throughout the upcoming year.

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 | 53% | 46% | No | 57% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 53% | | No | 58% |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 28% | | No | 35% |
| Economically disadvantaged | 44% | | No | 50% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 33 | 23% | 28% |
| Students scoring at or above Achievement Level 4 | 31 | 22% | 27% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|--|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | <i>[data excluded for privacy reasons]</i> | | 50% |
| Students scoring at or above Level 7 | <i>[data excluded for privacy reasons]</i> | | 0% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 57 | 56% | 63% |
| Students in lowest 25% making learning gains (FCAT 2.0) | | | |

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 | 20 | 43% | 55% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | 0% | |

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 | 55% | 60% | Yes | 60% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 57% | | No | 61% |
| Hispanic | | | | |
| White | | | | |
| English language learners | | | | |
| Students with disabilities | 33% | | No | 40% |
| Economically disadvantaged | 48% | | No | 54% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 50 | 50% | 55% |
| Students scoring at or above Achievement Level 4 | 31 | 31% | 36% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | [data excluded for privacy reasons] | | 50% |
| Students scoring at or above Level 7 | [data excluded for privacy reasons] | | 50% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 57 | 84% | 87% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 59 | 87% | 90% |

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 | 14 | 28% | 36% |
| Students scoring at or above Achievement Level 4 | <i>[data excluded for privacy reasons]</i> | | 20% |

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 | 14 | 4% | 2% |
| Students retained, pursuant to s. 1008.25, F.S. | 1 | 0% | 0% |
| Students who are not proficient in reading by third grade | 25 | 53% | 40% |
| Students who receive two or more behavior referrals | 52 | 16% | 8% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 45 | 22% | 11% |

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

Henry F. Kite will host several parent nights to provide parents with resources and strategies to help their children succeed academically. Surveys will be conducted to determine the effectiveness of the opportunities the school provides and modifications will be made to improve the Title 1 Parent Involvement Plan. The Parent Involvement Plan will be available in the front office upon request. This plan entails meetings scheduled during the morning, mid-day and evening in order to accommodate our parents' schedules. To better accommodate our parents, child care services will be made available by utilizing school based volunteers. The Annual Title 1 meeting, evening sessions for math, literacy, science and ESE will be held from 6:00 - 7:00 p.m. throughout the year. For each content area, a morning or mid-day meeting will also be scheduled to accommodate our parents. Parent conference sessions to review and sign the Parent Compact, will take place within the first 9 weeks of school. These

meetings are scheduled before school, during teacher resource time and afterschool. Title 1 funding will pay for resources to be checked out, supplies for parent workshops, and food for parents who attend.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Increase parent attendance at parent night activities in 13-14 to 25% of student population. | 64 | 20% | 25% |

Goals Summary

- G1.** Ensure greater student safety by decreasing the number of discipline referrals resulting in student suspension by 10%.
- G2.** Students will increase reading proficiency by 11% as measured on the 2014 FCAT reading assessment in order to achieve Henry F. Kite's AMO reading target of 53% of students achieving reading proficiency.
- G3.** Increase the percent proficiency by 5% to exceed the AMO for Mathematics of 60%.
- G4.** 55% of fourth graders will achieve proficiency (3.5 or higher) on the 2014 spring FCAT writing assessment
- G5.** 5th grade Science students score 56% proficiency on the Science 2.0 FCAT

Goals Detail

G1. Ensure greater student safety by decreasing the number of discipline referrals resulting in student suspension by 10%.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Guidance Counselor, Foundations Team, CHAMPs resources

Targeted Barriers to Achieving the Goal

- Novice teachers who may be less familiar with strategies for classroom/behavior management
- A smaller staff this year leaves fewer adults for morning and afternoon duties

Plan to Monitor Progress Toward the Goal

Data discussions with admin. team including behavioral data

Person or Persons Responsible

admin. team

Target Dates or Schedule:

quarterly

Evidence of Completion:

data discussion notes

G2. Students will increase reading proficiency by 11% as measured on the 2014 FCAT reading assessment in order to achieve Henry F. Kite's AMO reading target of 53% of students achieving reading proficiency.

Targets Supported

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

Resources Available to Support the Goal

- 1) K-5 Reading Coach
- 2) Extensive classroom libraries with a variety of literary and informational text.
- 3) Technology resources (including computers in classrooms, Smartboards, SuccessMaker, etc)

Targeted Barriers to Achieving the Goal

- 2)44% of our classroom teachers have five or fewer years of teaching experience

Plan to Monitor Progress Toward the Goal

Progress monitoring utilizing data analysis of the Language Arts Curriculum Guide Assessments provided by the district

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, ELA Teachers, District Literacy Specialists

Target Dates or Schedule:

After each administration of quarterly CGAs

Evidence of Completion:

meeting agendas, data chat forms

G3. Increase the percent proficiency by 5% to exceed the AMO for Mathematics of 60%.

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

- District Math Specialists, i-Ready, Success Maker, Reflex Math, Math Investigations, EnVisions, District Curriculum Guides, Curriculum Guide Assessments, Math Mondays (Professional Development), Common Planning

Targeted Barriers to Achieving the Goal

- Students do not have quick recall of basic addition/subtraction and multiplication/division facts which are necessary to accurately complete multi-step, complex math problems.

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments as well as classroom assessments will be used to monitor student progress toward exceeding the AMO target.

Person or Persons Responsible

The Leadership team will monitor the progress towards the goal.

Target Dates or Schedule:

Weekly grade level meetings and leadership team meetings August 2013 through June 2014.

Evidence of Completion:

Evidence of completion will be determined through an improvement in students achievement on Curriculum Guide Assessments as well as the FCAT 2.0.

G4. 55% of fourth graders will achieve proficiency (3.5 or higher) on the 2014 spring FCAT writing assessment

Targets Supported

- Writing

Resources Available to Support the Goal

- 1) Sets of "mentor" texts for K-2 to teach genres and author's crafts
- 2) Professional texts available in the media center (including Lucy Calkins' Units of Study for Writing)
- 3) K-5 Reading Coach

Targeted Barriers to Achieving the Goal

- 1) Writing instruction delivered with fidelity in all grades

Plan to Monitor Progress Toward the Goal

Analysis of quarterly writing CGA data

Person or Persons Responsible

Reading teacher, 4th grade ELA teacher

Target Dates or Schedule:

quarterly after administration of writing CGAs

Evidence of Completion:

Scored narrative/expository prompts

G5. 5th grade Science students score 56% proficiency on the Science 2.0 FCAT

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- 1.Variety of Science Materials 2.Use of Technology 3.Experienced 5th grade Science teacher 4. Support from District Science specialist

Targeted Barriers to Achieving the Goal

- 1. No common planning / collaboration time 2. Lack of K-4 Science Background knowledge 3. Lack of Vocabulary 4. No Science Lab classroom

Plan to Monitor Progress Toward the Goal

District Based Curriculum Guide Tests overall school data & FCAT scores

Person or Persons Responsible

Entire School

Target Dates or Schedule:

On-going for school year

Evidence of Completion:

Higher proficiency scores in science then from the original baseline exam & 56% on the Science FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Ensure greater student safety by decreasing the number of discipline referrals resulting in student suspension by 10%.

G1.B1 Novice teachers who may be less familiar with strategies for classroom/behavior management

G1.B1.S2 Novice teachers meet regularly with mentors to review classroom management procedures and acquire new strategies for improved management

Action Step 1

Assign mentors to all novice teachers

Person or Persons Responsible

Novice Teachers

Target Dates or Schedule

August/September 2013

Evidence of Completion

Agendas from PDF meetings Email from PDF with mentor/mentee pairings

Facilitator:

Mrs. Smith, Professional Development Facilitator and District Cadre

Participants:

Coach Atwater, Mrs. Jordan-Myers, Ms. DiMarco

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

Classroom observations by mentor/admin team

Person or Persons Responsible

Mentors, Principal, Assistant Principal, Coaches

Target Dates or Schedule

Ongoing, August 2013-June 2014

Evidence of Completion

Classroom observation forms

Plan to Monitor Effectiveness of G1.B1.S2

Discipline referral forms submitted

Person or Persons Responsible

Novice Teachers, Mentors, admin team

Target Dates or Schedule

Ongoing, August 2013-June 2014

Evidence of Completion

Referral forms

G1.B2 A smaller staff this year leaves fewer adults for morning and afternoon duties

G1.B2.S1 Revise arrival and dismissal procedures

Action Step 1

Group students before school for maximized supervision: K-2 students will report to the cafeteria for am supervision. 3rd grade will report to the auditorium. 4th grade will report to the computer lab. 5th grade students will serve as teacher helpers.

Person or Persons Responsible

Admin team, ESE teacher, Guidance Counselor, Resource teachers

Target Dates or Schedule

August/September 2013

Evidence of Completion

"Looking Ahead" faculty newsletter with description of procedures

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

Admin walkthroughs of supervised groups

Person or Persons Responsible

Admin team

Target Dates or Schedule

Ongoing, August 2013-June 2014

Evidence of Completion

Faculty Newsletter

Plan to Monitor Effectiveness of G1.B2.S1

Admin. walkthroughs of the supervised areas

Person or Persons Responsible

admin team

Target Dates or Schedule

Ongoing, August 2013-June 2014

Evidence of Completion

Feedback from walkthroughs

G2. Students will increase reading proficiency by 11% as measured on the 2014 FCAT reading assessment in order to achieve Henry F. Kite's AMO reading target of 53% of students achieving reading proficiency.

G2.B2 2)44% of our classroom teachers have five or fewer years of teaching experience

G2.B2.S1 Tier PD needs for teachers based on walk-throughs by Principal and Assistant Principal to aid in differentiated professional development to support novice teachers

Action Step 1

Conduct classroom walkthroughs to assess professional development needs

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Walkthrough/Snapshot forms

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

Regularly scheduled ELA classroom walkthroughs

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, District ELA Specialists

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Documents/forms displaying tiering of teachers' professional development needs based on observational data from walk-through forms

Plan to Monitor Effectiveness of G2.B2.S1

Observational data of improved literacy instructional practices of those teachers receiving support from the tiering of PD needs and the resulting training

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Observational walk-through forms

G2.B2.S2 Strategy 2- Implement Coaching Cycles based on individualized needs to support novice teachers

Action Step 1

Conduct a professional development needs survey

Person or Persons Responsible

Principal, Assistant Principal, Reading and Math Coach, Teachers

Target Dates or Schedule

August/September 2013

Evidence of Completion

Professional development needs survey

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Implementation of coaching cycles for novice teachers

Person or Persons Responsible

Principal, AP, Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Observational feedback forms completed by Reading Coach and Teachers Coaching Logs submitted to Principal and District ELA Specialists

Plan to Monitor Effectiveness of G2.B2.S2

Implementation of Coaching Cycles for novice teachers

Person or Persons Responsible

Principal, AP, Reading Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Walkthrough forms completed by Principal and Assistant Principal during classroom visitation noting improved literacy instructional practices based on professional development received

G2.B2.S3 Strategy 3- Implement collaborative planning to support lesson-planning needs for novice teachers and implementation of best practices

Action Step 1

Identify a day each week where grade level teams will have a literacy focus for their collaborative planning session

Person or Persons Responsible

Reading Coach, Principal, Assistant Principal, Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Faculty Newsletter (Looking Ahead)

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Implementation of weekly agendas for "Literacy Tuesday"

Person or Persons Responsible

Reading Coach, Principal, Assistant Principal

Target Dates or Schedule

Weekly during "Literacy Tuesday" sessions August 2013-June 2014

Evidence of Completion

Weekly collaborative planning (Literacy Tuesday) agendas Weekly faculty newsletter (Looking Ahead)

Plan to Monitor Effectiveness of G2.B2.S3

Lesson plan reviews to ensure instructional practices planned for during collaborative planning are being included in the plans

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

During administrative walkthroughs August 2013-June 2014

Evidence of Completion

Walkthrough forms ELA Lesson Plans

G3. Increase the percent proficiency by 5% to exceed the AMO for Mathematics of 60%.

G3.B1 Students do not have quick recall of basic addition/subtraction and multiplication/division facts which are necessary to accurately complete multi-step, complex math problems.

G3.B1.S1 Teachers will incorporate center rotations with fidelity in the math instructional block.

Action Step 1

Professional Development will be provided to teachers to develop lessons that will include modeling of strategies and scaffolding of instruction to improve students foundational skills.

Person or Persons Responsible

Classroom teachers will incorporate daily skill practice in math by using Reflex Math, i-Ready, Success Maker and teacher led small groups to monitor effectiveness of instruction.

Target Dates or Schedule

Daily math block from August 2013 - June 2014.

Evidence of Completion

Evidence will be demonstrated through an improvement on students mathematical foundational skills on Curriculum Guide Assessments, Exit Tickets and classroom assessments.

Facilitator:

The Math Coach.

Participants:

All Intermediate math teachers (grades 3-5).

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

Observational data from walk throughs.

Person or Persons Responsible

The Leadership team will be responsible for monitoring the implementation of center rotations in the math instructional block.

Target Dates or Schedule

Walk throughs will be conducted weekly. August 2013 through June 2014.

Evidence of Completion

Evidence will be demonstrated through lesson plans, implementation of the Gradual Release framework and center rotations.

Plan to Monitor Effectiveness of G3.B1.S1

Lesson plans, walk throughs and observations will be used to monitor the effectiveness of the center rotations to determine effectiveness of programs and teacher led small groups.

Person or Persons Responsible

The principal.

Target Dates or Schedule

Monitoring will occur during weekly walk throughs August 2013 through June 2014.

Evidence of Completion

Evidence will be demonstrated through lesson plans and observational data.

G4. 55% of fourth graders will achieve proficiency (3.5 or higher) on the 2014 spring FCAT writing assessment

G4.B1 1) Writing instruction delivered with fidelity in all grades

G4.B1.S2 Train 3rd grade teachers in utilizing anchor papers and the 6.0 FCAT rubric in preparation for 4th grade writing demands

Action Step 1

Utilize collaborative planning time with 3rd grade teachers to analyze student writing with the facilitation of the reading coach and the 4th grade writing teacher Who: Reading Coach, 4th Grade ELA teacher, Grade level ELA team

Person or Persons Responsible

Reading Coach, 4th grade ELA teacher, 3rd Grade ELA team

Target Dates or Schedule

"Literacy Tuesday" weekly collaborative planning time

Evidence of Completion

Collaborative planning meeting minutes

Facilitator:

Reading Coach, 4th Grade ELA teacher

Participants:

3rd grade ELA teachers

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

regular analysis of student writing at 3rd grade team meetings ("Looking at Student Work" component of the grade level meetings)

Person or Persons Responsible

Principal, AP, Reading Coach

Target Dates or Schedule

bi-weekly grade level common planning meetings

Evidence of Completion

Collaborative planning agendas, meeting minutes

Plan to Monitor Effectiveness of G4.B1.S2

Analyze data from quarterly district writing CGAs to gauge effectiveness of training

Person or Persons Responsible

Reading coach, 3rd grade ELA team, 4th grade writing teacher

Target Dates or Schedule

quarterly, after CGA administration

Evidence of Completion

Data notebooks with CGA writing data and notes regarding next steps

G4.B1.S4 Use of interactive journals (grades 2-5) so students are engaged in writing across the content areas in all grades throughout the day

Action Step 1

Provide professional development on the use of interactive journals across content areas for grades 2-5

Person or Persons Responsible

Reading Coach, Math Coach

Target Dates or Schedule

August 2013-June 2014 During "Literacy Tuesday" collaborative planning meetings

Evidence of Completion

Meeting agendas

Facilitator:

Reading Coach/Math Coach

Participants:

2nd-5th grade teachers (all content areas)

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Classroom walkthroughs to monitor the use of interactive journals across content areas in K-5

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

walkthrough observation forms

Plan to Monitor Effectiveness of G4.B1.S4

Analysis of student interactive journal writing responses

Person or Persons Responsible

Principal, AP, Reading Coach, Math Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Student interactive journal responses

G5. 5th grade Science students score 56% proficiency on the Science 2.0 FCAT

G5.B1 1. No common planning / collaboration time 2. Lack of K-4 Science Background knowledge 3. Lack of Vocabulary 4. No Science Lab classroom

G5.B1.S1 Early Release Day Trainings

Action Step 1

Training on proper implementation of Interactive Journals and using the gradual release model in science

Person or Persons Responsible

Science Lead Teacher, Representative from each grade level, or whole group setting

Target Dates or Schedule

Once a semester

Evidence of Completion

Agenda of training

Facilitator:

Science District Coach

Participants:

Entire Faculty

Action Step 2

Training on an ERD day to give teachers a better understanding on how GRM should look in science and how to properly use interactive journals in science.

Person or Persons Responsible

Science lead teacher, faculty

Target Dates or Schedule

1 training during the first 4 months of school on an ERD; Teachers take one thing from the training that they would like to take back to the classroom and implement within 14 days of training

Evidence of Completion

Walkthrough of classroom documenting implementation Documentation of minutes and notes from meeting Teachers

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

Agenda & notes from training

Person or Persons Responsible

Principal, Coaches

Target Dates or Schedule

ERD training

Evidence of Completion

Minutes from training, implementation of training put into classroom.

Plan to Monitor Effectiveness of G5.B1.S1

Attend ERD science training- take copy of notes and agendas / minutes

Person or Persons Responsible

Principal

Target Dates or Schedule

One training within the first 4 months of the school year.

Evidence of Completion

Teachers using interactive journals and & GRM properly in the classroom.

G5.B1.S2 Classroom Observations- Coaching Cycle

Action Step 1

Lesson Modeling, Classroom observations, and coaching cycle

Person or Persons Responsible

Science Teacher, Science District Specialist, Variety of Teachers

Target Dates or Schedule

Once a month

Evidence of Completion

Documentation of classroom observations set up and created.

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

Sign up sheet for teacher to come and observe teacher

Person or Persons Responsible

Assistant Principal, Principal, Coaches

Target Dates or Schedule

once every other month

Evidence of Completion

2 Woos and a Wow form from teacher observing, plan of action for implementation of what they took from the coaching cycle.

Plan to Monitor Effectiveness of G5.B1.S2

AP or Principal sits in on either observation, or post conference

Person or Persons Responsible

Assistant Principal, Principal

Target Dates or Schedule

Once every 2 months

Evidence of Completion

Proof of implementation of what was taken from observed classroom to your classroom. Plan of implementation to administration.

G5.B1.S3 Vertically Aligned Common Planning Time

Action Step 1

Common planning in a vertical manor to allow for collaboration

Person or Persons Responsible

Science Lead Teacher, K-4 representative

Target Dates or Schedule

One day (60-90 minute block) every other week.

Evidence of Completion

Agendas, K-5 Learning schedule

Plan to Monitor Fidelity of Implementation of G5.B1.S3

Create days for training (every 2 weeks) , create agenda for common planning

Person or Persons Responsible

Assistant Principal, Principal, Coaches

Target Dates or Schedule

1 day every bi-weekly. (World of Science Wednesday)

Evidence of Completion

Agenda and minutes from meeting, copy of what teachers are taking from the training.

Plan to Monitor Effectiveness of G5.B1.S3

Create a day for training for vertical aligned common planning (World of Science Wednesday)

Person or Persons Responsible

Assistant Principal, Principal

Target Dates or Schedule

Once every two weeks

Evidence of Completion

Minutes, notes, and agendas from training and a plan of action that will be implemented within 14 days of training.

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 funds were used in a variety of ways. The majority of the funds were used to purchase teachers and field trips to provide students with educational experiences. We are a Breakfast in the Classroom (BIC) school. This means that all students regardless of economic status receive a breakfast each morning. Having this nutritional program has allowed children to be more focused because they have all received nourishment which assists them in being ready to learn. Our school was certified this school year to allow all students (regardless of socioeconomic status) to receive a free lunch.

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. Ensure greater student safety by decreasing the number of discipline referrals resulting in student suspension by 10%.

G1.B1 Novice teachers who may be less familiar with strategies for classroom/behavior management

G1.B1.S2 Novice teachers meet regularly with mentors to review classroom management procedures and acquire new strategies for improved management

PD Opportunity 1

Assign mentors to all novice teachers

Facilitator

Mrs. Smith, Professional Development Facilitator and District Cadre

Participants

Coach Atwater, Mrs. Jordan-Myers, Ms. DiMarco

Target Dates or Schedule

August/September 2013

Evidence of Completion

Agendas from PDF meetings Email from PDF with mentor/mentee pairings

G3. Increase the percent proficiency by 5% to exceed the AMO for Mathematics of 60%.

G3.B1 Students do not have quick recall of basic addition/subtraction and multiplication/division facts which are necessary to accurately complete multi-step, complex math problems.

G3.B1.S1 Teachers will incorporate center rotations with fidelity in the math instructional block.

PD Opportunity 1

Professional Development will be provided to teachers to develop lessons that will include modeling of strategies and scaffolding of instruction to improve students foundational skills.

Facilitator

The Math Coach.

Participants

All Intermediate math teachers (grades 3-5).

Target Dates or Schedule

Daily math block from August 2013 - June 2014.

Evidence of Completion

Evidence will be demonstrated through an improvement on students mathematical foundational skills on Curriculum Guide Assessments, Exit Tickets and classroom assessments.

G4. 55% of fourth graders will achieve proficiency (3.5 or higher) on the 2014 spring FCAT writing assessment

G4.B1 1) Writing instruction delivered with fidelity in all grades

G4.B1.S2 Train 3rd grade teachers in utilizing anchor papers and the 6.0 FCAT rubric in preparation for 4th grade writing demands

PD Opportunity 1

Utilize collaborative planning time with 3rd grade teachers to analyze student writing with the facilitation of the reading coach and the 4th grade writing teacher Who: Reading Coach, 4th Grade ELA teacher, Grade level ELA team

Facilitator

Reading Coach, 4th Grade ELA teacher

Participants

3rd grade ELA teachers

Target Dates or Schedule

"Literacy Tuesday" weekly collaborative planning time

Evidence of Completion

Collaborative planning meeting minutes

G4.B1.S4 Use of interactive journals (grades 2-5) so students are engaged in writing across the content areas in all grades throughout the day

PD Opportunity 1

Provide professional development on the use of interactive journals across content areas for grades 2-5

Facilitator

Reading Coach/Math Coach

Participants

2nd-5th grade teachers (all content areas)

Target Dates or Schedule

August 2013-June 2014 During "Literacy Tuesday" collaborative planning meetings

Evidence of Completion

Meeting agendas

G5. 5th grade Science students score 56% proficiency on the Science 2.0 FCAT

G5.B1 1. No common planning / collaboration time 2. Lack of K-4 Science Background knowledge 3. Lack of Vocabulary 4. No Science Lab classroom

G5.B1.S1 Early Release Day Trainings

PD Opportunity 1

Training on proper implementation of Interactive Journals and using the gradual release model in science

Facilitator

Science District Coach

Participants

Entire Faculty

Target Dates or Schedule

Once a semester

Evidence of Completion

Agenda of training