



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Treadway Elementary School

10619 TREADWAY SCHOOL RD

Leesburg, FL 34788

352-742-2291

<http://lake.k12.fl.us/twe>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 65%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Treadway Elementary School

Principal

Rhonda Boone

School Advisory Council chair

Denise Volzone

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

Name	Title
Rhonda Boone	Principal
Cherilynn Tremarco	Curriculum Resource Teacher
Shannon Bass	Literacy Coach
Cindy Christidis	Assistant Principal

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

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

Membership of the SAC

Members consist of:

1 administrator; 6 teachers; 1 staff; 3 business/community; 8 parents

Involvement of the SAC in the development of the SIP

The leadership team and teachers collaborated on developing goals. A consensus was reached and the plan was developed. The plan was taken to the SAC for discussion and input. The SAC tentatively approved the plan contingent on school board approval.

Activities of the SAC for the upcoming school year

- 1) C2 Run-- SAC walk-a-thon fund raiser.
- 2) SAC members volunteer in various capacities at the school.

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

- 1) School Check-In System \$225.00
- 2) BrainPop (computer program) \$1237.50
- 3) Education City, Inc \$2954.70

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:

Rhonda Boone

Principal

Years as Administrator: 16

Years at Current School: 1

Credentials

PhD: Leadership and Education, Barry University
 MS: Counseling & Psychology, Troy State University
 BS: Government Administration, Christopher Newport College
 Certification: School Principal

Performance Record

2012-2013 Principal Treadway Elementary School
 School Grade "B". Reading Proficiency 65%; Math Proficiency 68%; Writing Proficiency 48%; Science Proficiency 56%; Reading Gains 68%; Math Gains 77%; Reading Gains Lowest 25%---59%; Math Gains Lowest 25%---75%.
 2011-2012 Assistant Principal Eustis Middle School
 School Grade "B": Reading Proficiency 61%; Math Proficiency 54%; Writing Proficiency 77%; Science Proficiency 42%; Reading Gains 69%; Math Gains 62%; Reading Gains Lowest 25%---71%; Math Gains Lowest 25%---58%
 Assistant Principal of East Ridge High School 2009-2010: School Grade: C
 Principal Rimes Early Learning & Literacy Center (Pk-3rd)
 2008-2009: School not eligible to be graded under the A+ Plan
 Principal Rimes Early Learning & Literacy Center (Pk-3rd)
 2007-2008: School not eligible to be graded under the A+ Plan.

Cindy Christidis		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	MS: Educational Leadership: National-Louis University BS: Elementary Education: University of Central Florida Certifications: Elementary Education 1-6, ESOL Endorsement, School Principal	
Performance Record	2012-2013 Assistant Principal Treadway Elementary School School Grade "B". Reading Proficiency 65%; Math Proficiency 68%; Writing Proficiency 48%; Science Proficiency 56%; Reading Gains 68%; Math Gains 77%; Reading Gains Lowest 25%---59%; Math Gains Lowest 25%---75%. 2011-2012 Assistant Principal Windy Hill Middle School School Grade "B": Reading Proficiency 56%; Math Proficiency 57%; Writing Proficiency 81%; Science Proficiency 46%; Reading Gains 65%; Math Gains 67%; Reading Gains Lowest 25%---68%; Math Gains Lowest 25%---66%. 2010-2011 Assistant Principal Windy Hill Middle School School Grade "B" Reading Proficiency 63%; Math Proficiency 65%; Writing Proficiency 95%, Science Mastery 47%; AYP 67%, Reading Learning Gains 60%, Reading Lowest 25%---64%; Math Learning Gains 70%; Math Lowest 25%---57%.	

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Shannon Bass		
Full-time / School-based	Years as Coach: 0	Years at Current School: 14
Areas	Reading/Literacy	
Credentials	BS in Elementary Ed 1-6, M ed in Curriculum and instruction in reading elementary, ESOL, Reading Endorsed, elementary ed 1-6	
Performance Record		

Cherilynn Tremarco

Full-time / School-based

Years as Coach: 1

Years at Current School: 2

Areas

Other

Credentials

BS Broadcast Communications, M ed Curriculum and Instruction, Elementary Ed K-6, Middle School Integrated 5-9, Exceptional Student Education, ESOL Endorsed, Reading Endorsed, Gifted Endorsed

Performance Record

Classroom Teachers

of classroom teachers

58

receiving effective rating or higher

55, 95%

Highly Qualified Teachers

100%

certified in-field

58, 100%

ESOL endorsed

57, 98%

reading endorsed

15, 26%

with advanced degrees

15, 26%

National Board Certified

1, 2%

first-year teachers

0, 0%

with 1-5 years of experience

18, 31%

with 6-14 years of experience

18, 31%

with 15 or more years of experience

22, 38%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

12, 100%

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Treadway Elementary School strives to employ the best and most qualified teacher for each position. Each candidate is screened and interviewed, and careful consideration is given to recommendations and references Administration will oversee this process.

Regular scheduled meetings are held for the new teachers for resources, instructional assistance, and daily routines guidance. The Literacy Coach will oversee the TOPP Program at Treadway. The Curriculum Resource Teacher will be responsible for resources and curriculum assistance.

We will partner new teachers and teachers in need of instructional and classroom management strategies with a mentor for instructional assistance. The assistant principal will oversee this process.

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**Mentor Mentee Rationale for Pairing Planned Mentoring Activities**

Cherilynn Colby As a CRT she will be able to Discuss evidence-based strategies, Tremarco Segraves devote time to assist this 1st evaluation model/domains; coaching, year (in Florida) teacher. feedback, and planning.

April Janette As grade chair, April will assist Discuss evidence-based strategies, Bronson Watkins with best practices, data, and evaluation model/domains.

TWE needs/requirements.

Shannon Teri As the Literacy Coach she will be Discuss evidence-based strategies, Bass Brinkley able to devote time to assist this best practices, data, and TWE needs/ 2nd year teacher. requirements.

Kelly Michael As Michael's team teacher, she Discuss evidence-based Beach Wright will be able to devote time to strategies, evaluation model/domains, assist with best practices, data coaching, feedback, and planning. and TWE needs/requirements.

Kylie Amy As a strong Kindergarten teacher, Discuss evidence-based strategies, O'Rourke Clemence she will be able to assist with best evaluations model/domains, coaching with best practices, data and TWE feedback, and planning. needs/requirements.

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 Rtl Leadership Team met with the administration to help develop the SIP. The team met to determine faculty in-service needs for implementing the Rtl process. Supervise and assist in progress monitoring to determine weak academic areas and identification of at risk students to provide more informed instructional decisions through data analysis.

The MTSS leadership team will:

- Provide an assigned schedule for teachers to present academic and behavioral concerns.
- Provide a flexible schedule to teachers to present concerns.
- Provide assistance in determining appropriate interventions for students.
- Assist in data collection and facilitating the graphing of data.
- Facilitate and monitor implementation of intervention programs
- Assist teachers with organization and disaggregation of data to determine appropriate student placement in intervention groups.
- Provide required observations and assist with required parent conferences.
- Upon teacher request, we provide training or print reports for computerized intervention program.
- Monitor, schedule, and document required parent involvement in MTSS process.

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

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

Guidance: Serves as problem-solving team chair. Coordinates team meetings and notifies members of dates and times. Administers screening tests and reports findings. Consults with teachers regarding implementation intervention and data collection. Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Curriculum Resource Teacher: Identifies strategies, materials, and resources for academic interventions. Consults with team members regarding academic concerns. Provides academic support to general ed. teacher.

Exceptional Student Education (ESE) Teachers: (When needed) Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Literacy Coach: Identifies strategies, materials, and resources for reading interventions. Provides consultation to the team regarding reading concerns. Assists general ed. teachers with data collection procedures through professional development and facilitation of strategies.

School Psychologist: (When needed) Participates in collection, interpretation, and 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 activities.

Speech Language Pathologist: (When needed) When needed educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

School Social Worker: (When needed) In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

The team meets once a week during assigned planning period: 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. Based on the data collected through progress monitoring the team will identify professional development and resources to use in the intervention process. Analysis of the interventions provided will be continually monitored and adjusted as needed to meet students' needs.

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

- Administration meets regularly with the guidance department to follow up on all Rtl students and required paperwork.
- Administration holds monthly data chat meeting with teachers to discuss the progress of all the students. Any administration/teacher concerns are noted and followed up on immediately.
- The SIP's data and student progress is discussed monthly at data chat meetings. This is to guarantee alignment with the FCIM process. Changes in instruction are made accordingly.
- The SIP will be updated and amended as necessary to meet the academic needs of our students.

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

Baseline data: County Benchmark Assessments (Edusoft), Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), SAT10, NNAT2, STAR
Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR, Teacher generated assessment, Lake County Mini-Benchmark Assessments
Midyear: County Benchmark Assessments (Edusoft), Florida Assessments for Instruction in Reading (FAIR)
End of year: County Benchmark Assessments (Edusoft), FAIR, FCAT
Frequency of Data Days: twice a month for data analysis

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

Staff:

The team will provide in-services on the Rtl process through ongoing staff development through professional learning communities and implementation of the Rtl notebook. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.

The Rtl team will also evaluate additional staff PD needs during the weekly Rtl Leadership Team meetings and provide as needed.

Parents:

Parental involvement is critical to the MTSS process. Parents are typically notified of academic and/or behavioral concerns through a conference with the classroom teacher. If Tier 1 interventions are not sufficient, the problem-solving team will meet, review data and develop interventions to address the concerns. The parent is notified via a letter home with identification of the specific academic or behavioral concern and the intervention proposed by the team. In addition, the parent is invited to all subsequent meetings in which student progress is monitored and data reviewed and parental feedback is encouraged. If they are unable to attend a letter is sent home with notification of decisions made during the meeting.

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: 4,800

Our current plan is to continue with the successful before and after school tutoring program from the 2012- 2013 school year. Students who meet the tutoring criteria, will participate in 1 weeks of reading or math instruction. This means 40 hours of reading instruction for 3-5 as well as 40 hours of math instruction for 3-5.

This means across all three grade levels a total of 240 extra hours of instruction.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Student progress is monitored through pre and post tests along with teacher observation and input. CRT and teachers will meet on a monthly basis to analyze the data and determine what changes if any need to be made for the individual student.

Who is responsible for monitoring implementation of this strategy?

The CRT is responsible for implementing the Before and After School Tutoring Program. The adiministration will oversee the fidelity and success of the program.

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Shannon Bass	Literacy Coach
Melissa St. Louis-Curry	Media Specialist
Cherilynn Tremarco	Curriculum Resource Teacher

Name	Title
JulieAnn Feezor	Kindergarten Grade Chair
Kathryn Heim	First Grade Grade Chair
April Bronson	Second Grade Grade Chair
Stacie Osborn	Third Grade Grade Chair
Jennifer Graves	Fourth Grade Grade Chair
Kandi Maynard	Fifth Grade Grade Chair

How the school-based LLT functions

The team has a systematic approach to disaggregating test scores and other curriculum data to identify, define, and resolve school based academics. Meetings are held every four weeks. Fidelity of the core curriculum is insured through grade level planning and leadership team meetings. Administration and Leadership Team conducts

Major initiatives of the LLT

- 1) Implementing common core across grade levels with complex text.
- 2) Improving Fifth grade reading scores by developing a plan to incorporate higher order questions and complex text in daily instruction using new reading series as a resource.

Every Teacher Contributes to Reading Instruction

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

To ensure that every teacher is contributing to the reading improvement of every student our school has implemented team planning for every grade level. While planning together teachers are collaborating and incorporating rigor to every lesson developed. Teachers are participating in PAWS (intensive reading interventions) so students are able to work in flex groups and teachers are working with students across the grade level. Teachers are also using PLC's to further develop their skills in higher order questioning and the use of complex text across the content areas.

Monthly Data Chats are also scheduled to discuss/monitor progress of reading through weekly benchmark assessments.

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

Two "Kindergarten Round Up" nights are scheduled in May for parents to bring their Pre-K student to Treadway and register them for the upcoming year. Kindergarten teachers administer a screener test on each student to determine performance level. Teachers also conduct school tours for the parents and students to help familiarize them with our campus. Parents are invited and encouraged to become a school volunteer.

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	69%	65%	No	72%
American Indian				
Asian				
Black/African American	52%	50%	No	57%
Hispanic	55%	39%	No	60%
White	73%	71%	Yes	75%
English language learners	40%	38%	Yes	46%
Students with disabilities	32%	32%	Yes	39%
Economically disadvantaged	63%	57%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	27%	30%
Students scoring at or above Achievement Level 4	160	36%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	94	56%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	28	68%	75%

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)	25	48%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	38%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	14	26%	29%

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	67	48%	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	63%	68%	Yes	67%
American Indian				
Asian				
Black/African American	49%	43%	No	54%
Hispanic	43%	50%	Yes	48%
White	67%	73%	Yes	70%
English language learners	47%	48%	Yes	52%
Students with disabilities	43%	36%	Yes	49%
Economically disadvantaged	57%	59%	Yes	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	30%	33%
Students scoring at or above Achievement Level 4	155	35%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	89	53%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	22	54%	59%

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	42	30%	33%
Students scoring at or above Achievement Level 4	31	22%	24%

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 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		8
Participation in STEM-related experiences provided for students	5	100%	100%

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	86	8%	8%
Students retained, pursuant to s. 1008.25, F.S.	36	3%	30%
Students who are not proficient in reading by third grade	20	16%	12%
Students who receive two or more behavior referrals	85	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	50	5%	4%

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

FCAT Nights - All parents of 3rd - 5th graders are invited for a presentation concerning the upcoming FCAT. Teachers share ideas and information on how to best prepare their child at home.
 Report Card Nights K-5 - All parents are invited to conference with their child's teacher about their performance. Administration and support personnel are on hand to help parents with other strategies

and ideas.

Curriculum Night K-5 - All parents are invited to attend classroom presentations by their child's teacher which highlight what the students will be working on throughout the year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
FCAT Night - 3	38	23%	35%
FCAT Night - 4	14	9%	25%
FCAT Night - 5	12	9%	25%
Report Card Night K-5	545	58%	70%
Curriculum Night K-5	317	34%	50%

Area 10: Additional Targets

Additional targets for the school

- 1) Implementation of the district-wide bully program...Bully-Proofing Your School
- 2) Technology....Train and implement county purchased homework web based program Insync.
Train and implement county endorsed web program Safari Montage.
- 3) Parent Involvement hours----In order to achieve the 5 Star Award our parent involvement hours must at least double our student enrollment.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Train students on the Bully-Proofing Your School Program.	921	100%	100%
Train staff Bully-Proofing Your School Program.	101	100%	100%
Teachers implementing the Insync homework program.	0	0%	50%
Teachers using and implementing Safari Montage into academic instruction and/or planning.	0	0%	100%
Student population	900	100%	100%

Goals Summary

- G1.** CELLA 1 - Students scoring proficient in listening/speaking. Increase the percentage of students proficient in Listening/Speaking to at least 52%.
- G2.** CELLA 2 - Students scoring proficient in reading. Increase the percentage of students proficient in Reading to at least 42%.
- G3.** CELLA 3 - Students scoring proficient in writing. Increase the percentage of students proficient in Writing to at least 29%.
- G4.** Stem 1 - Maintain status of STEM School by continuing requirements and increasing science and math scores by 10%.
- G5.** Reading 1A- FCAT 2.0 Students scoring at Achievement Level 3 in reading. Increase the number of students that achieve a Level 3 by at least 5 percentage points.
- G6.** Reading 2A-FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. Increase the number of students that achieve a Level 4 or 5 by at least 2 percentage points resulting in a total of 72% of students at or above proficiency.
- G7.** Reading 3A- FCAT 2.0 Percentage of students making learning gains in reading. Increase the number of students making learning gains by at least 6 percentage points resulting in 62% learning gains.
- G8.** Reading 4A- FCAT 2.0 Percentage of students in lowest 25% making learning gains in reading. Increase the number of students in the lowest 25% making learning gains by at least 7 percentage points resulting in a 75% learning gain in the lowest 25%.
- G9.** Reading 5B- Student subgroups by ethnicity(White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Each subgroup will meet or exceed the state AMO performance target set for this year.
- G10.** Reading 5C- English Language Learners (ELL) not making satisfactory progress in reading. The ELL subgroup will meet or exceed the State AMO performance target set for this year.
- G11.** Reading 5D- Students with disabilities (SWD) not making satisfactory progress in reading. The SWD subgroup will meet or exceed the State AMO performance target set for this year.
- G12.** Reading 5E- Economically Disadvantaged students not making satisfactory progress in reading. The Economically Disadvantaged subgroup will meet or exceed the State AMO performance target set for this year.
- G13.** Writing 1A- FCAT: Student scoring at achievement level 4.0 and higher in writing. 80% of the 4th graders will achieve at or above proficiency on the FCAT 2.0 Writing Test.

- G14.** Mathematics 1A - FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Increase the number of students that achieve a level 3 by at least 5 percentage points.

- G15.** Mathematics 2A- FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. Increase the number of students that achieve a level 4 or 5 by at least 2 percentage points resulting in a total of 75% scoring at or above proficiency.

- G16.** Mathematics 3A - Percentage of students making learning gains in mathematics. Increase the number of students making learning gains by at least 5 percentage points resulting in 58% learning gains.

- G17.** Mathematics 4A- FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Increase the number of students in lowest 25% making learning gains by at least 5 percentage points resulting in a 59% learning gain in the lowest 25%.

- G18.** Mathematics 5B - Student subgroups by ethnicity(White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Each subgroup will meet or exceed the State AMO performance target set for this year.

- G19.** Mathematics 5C- English Language Learners (ELL) not making satisfactory progress in mathematics. The ELL subgroup will meet or exceed the State AMO performance target set for this year.

- G20.** Mathematics 5D- Students with disabilities (SWD) not making satisfactory progress in mathematics. The SWD subgroup will meet or exceed the State AMO performance target set for this year.

- G21.** Mathematics 5E - Economically Disadvantaged students not making satisfactory progress in mathematics. The Economically Disadvantaged subgroup will meet or exceed the State AMO performance target set for this year.

- G22.** Science 1A - FCAT 2.0: Students scoring at Achievement Level 3 in science. Increase the number of students scoring at achievement level 3 by at least 5 percentage points.

- G23.** Science 2A- FCAT 2.0: Students scoring at or above Achievement Levels 4/5 in science. Increase the number of students scoring at or above achievement levels 4/5 by at least 5 percentage pts. resulting in a 10% increase of students at or above proficiency.

Goals Detail

G1. CELLA 1 - Students scoring proficient in listening/speaking. Increase the percentage of students proficient in Listening/Speaking to at least 52%.

Targets Supported

Resources Available to Support the Goal

- Rosetta Stone

Targeted Barriers to Achieving the Goal

- unstructured Paws curriculum

Plan to Monitor Progress Toward the Goal

Documentation of ongoing meetings

Person or Persons Responsible

Cherilynn Tremarco , CRT

Target Dates or Schedule:

Continuous

Evidence of Completion:

Data reflecting the academic trends of the ELL students in their PAWS groups

G2. CELLA 2 - Students scoring proficient in reading. Increase the percentage of students proficient in Reading to at least 42%.

Targets Supported

- Reading (CELLA)

Resources Available to Support the Goal

- ELL aide

Targeted Barriers to Achieving the Goal

- unstructured Paws curriculum

Plan to Monitor Progress Toward the Goal

Data reflecting the academic trends of the ELL students in their PAWS groups

Person or Persons Responsible

Cherilynn Tremarco , CRT

Target Dates or Schedule:

Continuous

Evidence of Completion:

Data reflecting the academic trends of the ELL students in their PAWS groups in relation

G3. CELLA 3 - Students scoring proficient in writing. Increase the percentage of students proficient in Writing to at least 29%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Write Score - 4
- My Access 4
- Writing tutoring / pullout 4

Targeted Barriers to Achieving the Goal

- students are not participating in a structured writing curriculum

Plan to Monitor Progress Toward the Goal

Data indicating an increase in the writing ability of ELL students.

Person or Persons Responsible

Administration, Literacy Coach, CRT

Target Dates or Schedule:

Continuous

Evidence of Completion:

Data indicating an increase in the writing ability of ELL students.

G4. Stem 1 - Maintain status of STEM School by continuing requirements and increasing science and math scores by 10%.

Targets Supported

- STEM

Resources Available to Support the Goal

- Student motivation
- Curriculum Resources
- After school Stem Activities
- Family Science Nights
- Science Fair
- Math lab added to specials wheel

Targeted Barriers to Achieving the Goal

- Teacher knowledge on inquiry based lessons
- Funding for lab supplies

Plan to Monitor Progress Toward the Goal

Evidence of inquiry lessons, science projects, STEM nights

Person or Persons Responsible

Cherilynn Tremarco

Target Dates or Schedule:

Ongoing as we work through each component

Evidence of Completion:

STEM School components completed, FCAT 2.0 scores

G5. Reading 1A- FCAT 2.0 Students scoring at Achievement Level 3 in reading. Increase the number of students that achieve a Level 3 by at least 5 percentage points.

Targets Supported

Resources Available to Support the Goal

- Before and after school tutoring
- PAWS (flex groups)
- Small group with teacher
- Pull out with resource teacher/coach

Targeted Barriers to Achieving the Goal

- Instructional strategies incorporating common core standards

Plan to Monitor Progress Toward the Goal

Teacher conferences, PLC attendance, teacher reflection

Person or Persons Responsible

PLC facilitator

Target Dates or Schedule:

Throughout school year

Evidence of Completion:

Reflection forms and PLC attendance

G6. Reading 2A-FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. Increase the number of students that achieve a Level 4 or 5 by at least 2 percentage points resulting in a total of 72% of students at or above proficiency.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- PAWS groups
- Teacher small group
- Higher order questions
- Using complex text

Targeted Barriers to Achieving the Goal

- Teaching Strategies to incorporate common core standards

Plan to Monitor Progress Toward the Goal

PLC attendance and teacher reflection

Person or Persons Responsible

PLC facilitator

Target Dates or Schedule:

Throughout school year

Evidence of Completion:

PLC attendance and teacher reflection

G7. Reading 3A- FCAT 2.0 Percentage of students making learning gains in reading. Increase the number of students making learning gains by at least 6 percentage points resulting in 62% learning gains.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- PAWS
- Small group with teacher
- Before and after school tutoring
- Pull out with resource teacher/coach
- Implementation of new reading curriculum
- Implementation of common core across grade levels

Targeted Barriers to Achieving the Goal

- Lack of higher order questions embedded in teaching

Plan to Monitor Progress Toward the Goal

Observation of teachers in classroom

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Observation forms

G8. Reading 4A- FCAT 2.0 Percentage of students in lowest 25% making learning gains in reading. Increase the number of students in the lowest 25% making learning gains by at least 7 percentage points resulting in a 75% learning gain in the lowest 25%.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Before and after school tutoring
- PAWS

Targeted Barriers to Achieving the Goal

- Unstructured curriculum
- Students are not performing on grade level.

Plan to Monitor Progress Toward the Goal

Monitor PAWS groups and lesson plans

Person or Persons Responsible

Leadership team (Literacy Coach)

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Posted lesson plans

G9. Reading 5B- Student subgroups by ethnicity(White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Each subgroup will meet or exceed the state AMO performance target set for this year.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- PAWS
- Small group with teacher
- Before and After school tutoring
- Pull out with resource teacher/coach

Targeted Barriers to Achieving the Goal

- Unstructured curriculum

Plan to Monitor Progress Toward the Goal

Monitor lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Posted lesson plans

G10. Reading 5C- English Language Learners (ELL) not making satisfactory progress in reading. The ELL subgroup will meet or exceed the State AMO performance target set for this year.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- PAWS
- Before and after school tutoring
- ELL TA pull out
- Small group with teacher
- PAWS

Targeted Barriers to Achieving the Goal

- Unstructured curriculum for PAWS

Plan to Monitor Progress Toward the Goal

Monitor by observation PAWS groups, review lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule:

Throughout school year

Evidence of Completion:

posted lesson plans

G11. Reading 5D- Students with disabilities (SWD) not making satisfactory progress in reading. The SWD subgroup will meet or exceed the State AMO performance target set for this year.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- PAWS
- Before and after school tutoring
- small group with teacher
- Going to resource room with ESE teacher

Targeted Barriers to Achieving the Goal

- Unstructured curriculum for PAWS

Plan to Monitor Progress Toward the Goal

Monitor by observation PAWS groups, review lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

posted lesson plans

G12. Reading 5E- Economically Disadvantaged students not making satisfactory progress in reading. The Economically Disadvantaged subgroup will meet or exceed the State AMO performance target set for this year.

Targets Supported

- Reading (AMO's)

Resources Available to Support the Goal

- PAWS
- Small group with teacher
- Before and after school tutoring
- Pull out with resource teacher/coach
- Additional resources sent home

Targeted Barriers to Achieving the Goal

- Unstructured PAWS curriculum
- Students not performing on grade level

Plan to Monitor Progress Toward the Goal

Monitor by observation PAWS groups, review lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule:

Throughout school year

Evidence of Completion:

Posted lesson plans

G13. Writing 1A- FCAT: Student scoring at achievement level 4.0 and higher in writing. 80% of the 4th graders will achieve at or above proficiency on the FCAT 2.0 Writing Test.

Targets Supported

- Writing

Resources Available to Support the Goal

- Intensive planning with fourth grade team
- Writing tutoring
- The use of Write Score and Myaccess
- Pull out for remediation with resource teacher/coach

Targeted Barriers to Achieving the Goal

- Ability to monitor progress across grade level
- Students entering fourth grade unable to write effectively.

Plan to Monitor Progress Toward the Goal

Review writing data and lesson plans

Person or Persons Responsible

Leadership team/ grade chair

Target Dates or Schedule:

Throughout school year

Evidence of Completion:

Posted lesson plans, end of the year benchmark testing

G14. Mathematics 1A - FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Increase the number of students that achieve a level 3 by at least 5 percentage points.

Targets Supported

- Math (Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Teacher small groups, higher order questions
- higher order questions
- afterschool tutoring
- pull outs
- Math Lab on Specials Wheel

Targeted Barriers to Achieving the Goal

- minimal Instructional strategies incorporating common core standards

Plan to Monitor Progress Toward the Goal

Observations and conference

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

throughout the year

Evidence of Completion:

PLC attendance sheets and data showing academic trends implementing the knowledge from PLCs

G15. Mathematics 2A- FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. Increase the number of students that achieve a level 4 or 5 by at least 2 percentage points resulting in a total of 75% scoring at or above proficiency.

Targets Supported

- Math (Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Higher order questions
- multiple online programs
- manipulatives
- Math Lab on Specials Wheel

Targeted Barriers to Achieving the Goal

- lack of more advanced problem solving skills

Plan to Monitor Progress Toward the Goal

Data collection and observation

Person or Persons Responsible

Cherilynn Tremarco, CRT

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Data showing student progress, documentation of strategies and programs in lesson plans.

G16. Mathematics 3A - Percentage of students making learning gains in mathematics. Increase the number of students making learning gains by at least 5 percentage points resulting in 58% learning gains.

Targets Supported

- Math (Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- After school tutoring
- Pullout with resource teacher/coach.
- Implementation of new Common Core Standards across all grade levels.
- Math Lab in specials wheel

Targeted Barriers to Achieving the Goal

- lack of prior knowledge

Plan to Monitor Progress Toward the Goal

Data collection concerning individual student improvement

Person or Persons Responsible

Classroom teachers, Leadership team

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Data showing student trends as it relates to pullout program

G17. Mathematics 4A- FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Increase the number of students in lowest 25% making learning gains by at least 5 percentage points resulting in a 59% learning gain in the lowest 25%.

Targets Supported

- Math (Elementary and Middle FCAT 2.0)
- Additional Targets

Resources Available to Support the Goal

- After school tutoring
- Pullout with resource teacher/coach
- Implementation of new Common Core Standards
- Math lab on specials wheel

Targeted Barriers to Achieving the Goal

- lack of prior knowledge

Plan to Monitor Progress Toward the Goal

Data collection concerning individual student improvement is being used to make instructional decisions pertaining to the lowest quartile students.

Person or Persons Responsible

Classroom teachers, Leadership team

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Data showing student trends as it relates to pullout program.

G18. Mathematics 5B - Student subgroups by ethnicity(White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Each subgroup will meet or exceed the State AMO performance target set for this year.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- higher order questions
- multiple online programs
- Math lab added to specials wheel

Targeted Barriers to Achieving the Goal

- manipulative use

Plan to Monitor Progress Toward the Goal

More strategies should be observed and implemented in classrooms.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Observation of strategies being used in classrooms.

G19. Mathematics 5C- English Language Learners (ELL) not making satisfactory progress in mathematics. The ELL subgroup will meet or exceed the State AMO performance target set for this year.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- higher order questions
- multiple online programs
- Math lab added to specials wheel

Targeted Barriers to Achieving the Goal

- manipulative use

Plan to Monitor Progress Toward the Goal

More strategies should be observed and implemented in classrooms.

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Observation of strategies being used in classrooms.

G20. Mathematics 5D- Students with disabilities (SWD) not making satisfactory progress in mathematics. The SWD subgroup will meet or exceed the State AMO performance target set for this year.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- Resource teacher
- Pullout by resource teacher/coach
- higher order questioning
- Math lab added to specials wheel

Targeted Barriers to Achieving the Goal

- lack of prior knowledge

Plan to Monitor Progress Toward the Goal

Data collection concerning the individual student improvements is being used to make instructional decisions pertaining to students with disabilities

Person or Persons Responsible

Leadership team, classroom teachers, Pullout resource teacher/coach

Target Dates or Schedule:

throughout the year

Evidence of Completion:

Data showing student trends as it relates to pullout program.

G21. Mathematics 5E - Economically Disadvantaged students not making satisfactory progress in mathematics. The Economically Disadvantaged subgroup will meet or exceed the State AMO performance target set for this year.

Targets Supported

- Math (Elementary and Middle AMO's)

Resources Available to Support the Goal

- Pullout program
- After school tutoring
- Implementation of new Common Core Standards
- Math lab added to specials wheel

Targeted Barriers to Achieving the Goal

- lack of prior knowledge

Plan to Monitor Progress Toward the Goal

Data showing that the individualized decision making is showing a positive trend in the economically disadvantaged student population's performance.

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

throughout the year

Evidence of Completion:

Data showing that the individualized decision making is showing a positive trend in the economically disadvantaged student population's performance.

G22. Science 1A - FCAT 2.0: Students scoring at Achievement Level 3 in science. Increase the number of students scoring at achievement level 3 by at least 5 percentage points.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Curriculum
- STEM PLC

Targeted Barriers to Achieving the Goal

- Funding for lab supplies

Plan to Monitor Progress Toward the Goal

Documentation of numerous science labs

Person or Persons Responsible

Cherilynn Tremarco , CRT

Target Dates or Schedule:

Continuous

Evidence of Completion:

Documentation of numerous science labs using community funding.

G23. Science 2A- FCAT 2.0: Students scoring at or above Achievement Levels 4/5 in science. Increase the number of students scoring at or above achievement levels 4/5 by at least 5 percentage pts. resulting in a 10% increase of students at or above proficiency.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- STEM Bowl Initiatives
- student motivation

Targeted Barriers to Achieving the Goal

- curriculum

Plan to Monitor Progress Toward the Goal

Documentation that students are being taught rigorous science curriculum.

Person or Persons Responsible

Cherilynn Tremarco , CRT

Target Dates or Schedule:

Continuous

Evidence of Completion:

Club is created and students are being challenged evidenced by increasing scores.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. CELLA 1 - Students scoring proficient in listening/speaking. Increase the percentage of students proficient in Listening/Speaking to at least 52%.

G1.B2 unstructured Paws curriculum

G1.B2.S1 Teachers will collaborate and implement a structured plan for paws, to include specific strategies for ELL learners.

Action Step 1

Meet with instructional staff to assist in the planning of ELL strategies in their PAWS lesson plans

Person or Persons Responsible

Cheri Tremarco, CRT

Target Dates or Schedule

Continuous

Evidence of Completion

Documentation of meetings with instructional staff

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

Documentation of ongoing meetings

Person or Persons Responsible

Cheri Tremarco, CRT

Target Dates or Schedule

Continuous

Evidence of Completion

Documentation of ongoing meetings along with lesson plans reflecting strategies

Plan to Monitor Effectiveness of G1.B2.S1

Data reflecting the academic trends of the ELL students in their PAWS groups

Person or Persons Responsible

Instructional Personnel

Target Dates or Schedule

Continuous

Evidence of Completion

Data reflecting the academic trends of the ELL students in their PAWS groups

G2. CELLA 2 - Students scoring proficient in reading. Increase the percentage of students proficient in Reading to at least 42%.

G2.B2 unstructured Paws curriculum

G2.B2.S1 Teachers will collaborate and implement a structured plan for paws, to include specific strategies for ELL learners.

Action Step 1

Meet with instructional staff to assist in the planning of ELL strategies in their PAWS lesson plans

Person or Persons Responsible

Cheri Tremarco, CRT

Target Dates or Schedule

Continuous

Evidence of Completion

Documentation of meetings with instructional staff

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

Documentation of meetings with instructional staff

Person or Persons Responsible

Cheri Tremarco, CRT

Target Dates or Schedule

Continuous

Evidence of Completion

Documentation of lesson plans reflecting strategies for ELL learners

Plan to Monitor Effectiveness of G2.B2.S1

Data reflecting the academic trends of the ELL students in their PAWS groups

Person or Persons Responsible

Instructional Personnel

Target Dates or Schedule

Continuous

Evidence of Completion

Data reflecting the academic trends of the ELL students in their PAWS groups

G3. CELLA 3 - Students scoring proficient in writing. Increase the percentage of students proficient in Writing to at least 29%.

G3.B1 students are not participating in a structured writing curriculum

G3.B1.S1 Teachers will implement a structured writing curriculum across all grade levels using resources from the new reading series

Action Step 1

Implement new writing curriculum in the classroom while implementing ELL strategies

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Continuous

Evidence of Completion

Documentation in lesson plans of writing curriculum with ELL strategies.

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

Documentation of writing curriculum in lesson plans

Person or Persons Responsible

Administration, Literacy Coach, CRT

Target Dates or Schedule

Continuous

Evidence of Completion

Observable increase in writing ability of ELL students

Plan to Monitor Effectiveness of G3.B1.S1

Data indicating an increase in the writing ability of ELL students.

Person or Persons Responsible

Administration, Literacy Coach, CRT

Target Dates or Schedule

Continuous

Evidence of Completion

Data indicating an increase in the writing ability of ELL students.

G4. Stem 1 - Maintain status of STEM School by continuing requirements and increasing science and math scores by 10%.

G4.B1 Teacher knowledge on inquiry based lessons

G4.B1.S1 STEM related PLC to introduce teachers to inquiry based learning.

Action Step 1

PLC to introduce teachers to Inquiry based learning/STEM initiatives

Person or Persons Responsible

Teachers needing STEM training

Target Dates or Schedule

Continuous

Evidence of Completion

Documentation of PLC, documentation of STEM and inquiry based lessons occurring in the classroom

Facilitator:

TBA

Participants:

Teachers needing STEM training

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

Documentation of PLC, documentation of STEM and inquiry based lessons occurring in the classroom

Person or Persons Responsible

Cheri Tremarco, CRT

Target Dates or Schedule

Continious

Evidence of Completion

Documentation of PLC, documentation of STEM and inquiry based lessons occurring in the classroom

Plan to Monitor Effectiveness of G4.B1.S1

Increase in test scores, STEM School component completion

Person or Persons Responsible

Cindy Christidis

Target Dates or Schedule

Continious

Evidence of Completion

Increase in test scores, STEM School component completion

G5. Reading 1A- FCAT 2.0 Students scoring at Achievement Level 3 in reading. Increase the number of students that achieve a Level 3 by at least 5 percentage points.

G5.B2 Instructional strategies incorporating common core standards

G5.B2.S1 Professional development for teachers through PLC's and other PD opportunities

Action Step 1

Develop PLC's that will incorporate strategies for common core implementation.

Person or Persons Responsible

Classroom teachers k-5

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Proof of PLC attendance

Facilitator:

TBA

Participants:

Classroom teachers k-5

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

Observations and conference

Person or Persons Responsible

Leadership team and PLC facilitator

Target Dates or Schedule

Throughout the year

Evidence of Completion

documentation through PLC attendance and conferencing

Plan to Monitor Effectiveness of G5.B2.S1

Teacher reflection, observation

Person or Persons Responsible

Leadership team and PLC facilitator

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher reflection sheet

G6. Reading 2A-FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. Increase the number of students that achieve a Level 4 or 5 by at least 2 percentage points resulting in a total of 72% of students at or above proficiency.

G6.B1 Teaching Strategies to incorporate common core standards

G6.B1.S1 Professional development for teachers through PLC's and other PD opportunities.

Action Step 1

Develop PLC's that will incorporate strategies for common core implementation.

Person or Persons Responsible

Classroom teachers k-5

Target Dates or Schedule

Throughout school year

Evidence of Completion

PLC attendance

Facilitator:

TBA

Participants:

Classroom teachers k-5

Plan to Monitor Fidelity of Implementation of G6.B1.S1

PLC attendance, observation, teacher reflection

Person or Persons Responsible

Leadership team, PLC facilitator

Target Dates or Schedule

Throughout school year

Evidence of Completion

Teacher reflection, observation

Plan to Monitor Effectiveness of G6.B1.S1

teacher reflection, observation

Person or Persons Responsible

PLC facilitator

Target Dates or Schedule

Throughout school year

Evidence of Completion

teacher reflection sheets

G7. Reading 3A- FCAT 2.0 Percentage of students making learning gains in reading. Increase the number of students making learning gains by at least 6 percentage points resulting in 62% learning gains.

G7.B4 Lack of higher order questions embedded in teaching

G7.B4.S1 Professional development for teachers through a training on higher order thinking questions.

Action Step 1

County training that offers knowledge base for higher order questioning

Person or Persons Responsible

Classroom teachers k-5

Target Dates or Schedule

Throughout school year

Evidence of Completion

attendance of training, leadership team observation

Facilitator:

TBA

Participants:

Classroom teachers k-5

Plan to Monitor Fidelity of Implementation of G7.B4.S1

observations and walk throughs

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Throughout school year

Evidence of Completion

completed observation forms

Plan to Monitor Effectiveness of G7.B4.S1

Students showing gains in reading.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Throughout school year

Evidence of Completion

Results from baseline testing

G8. Reading 4A- FCAT 2.0 Percentage of students in lowest 25% making learning gains in reading. Increase the number of students in the lowest 25% making learning gains by at least 7 percentage points resulting in a 75% learning gain in the lowest 25%.

G8.B1 Unstructured curriculum

G8.B1.S1 Teachers will collaborate and implement a structured plan for PAWS groups

Action Step 1

Teachers will meet and plan for PAWS monthly.

Person or Persons Responsible

Literacy coach

Target Dates or Schedule

Throughout school year

Evidence of Completion

Lesson plans will be posted.

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Teachers will complete lesson plans monthly

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Posted lesson plans

Plan to Monitor Effectiveness of G8.B1.S1

Observe PAWS groups in action

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Review lesson plans

G8.B2 Students are not performing on grade level.

G8.B2.S1 Before and after school tutoring will offer more support for lower performing students.

Action Step 1

Before and After school tutoring

Person or Persons Responsible

Highly qualified teachers.

Target Dates or Schedule

20 weeks, 40 sessions

Evidence of Completion

Pre and post tests

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Before and After school tutoring

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Throughout school year

Evidence of Completion

Pre and post test

Plan to Monitor Effectiveness of G8.B2.S1

Before and after school tutoring

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Throughout school year

Evidence of Completion

Pre and post tests

G9. Reading 5B- Student subgroups by ethnicity(White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Each subgroup will meet or exceed the state AMO performance target set for this year.

G9.B1 Unstructured curriculum

G9.B1.S1 Teachers collaborate and implment a structured plan for PAWS groups.

Action Step 1

Teachers will plan monthly for PAWS groups

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Posted lesson plans

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Observation of PAWS groups, reviewing lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Posted lesson plans

Plan to Monitor Effectiveness of G9.B1.S1

Review lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Posted lesson plans

G10. Reading 5C- English Language Learners (ELL) not making satisfactory progress in reading. The ELL subgroup will meet or exceed the State AMO performance target set for this year.

G10.B1 Unstructured curriculum for PAWS

G10.B1.S1 Teachers collaborate and implement a structured plan for PAWS groups

Action Step 1

Teachers planning monthly for PAWS groups

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Throughout the year

Evidence of Completion

Posted lesson plans

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Monitor by observation PAWS groups, review lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

posted lesson plans

Plan to Monitor Effectiveness of G10.B1.S1

Review lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Throughout school year

Evidence of Completion

Posted lesson plans

G11. Reading 5D- Students with disabilities (SWD) not making satisfactory progress in reading. The SWD subgroup will meet or exceed the State AMO performance target set for this year.

G11.B1 Unstructured curriculum for PAWS

G11.B1.S1 Teachers collaborate and implement a structured plan for PAWS groups.

Action Step 1

Teachers planning monthly for PAWS groups

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Throughout school year

Evidence of Completion

Posted lesson plans

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Monitor by observation PAWS groups, review lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

posted lesson plans

Plan to Monitor Effectiveness of G11.B1.S1

Monitor by observation PAWS groups, review lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Throughout school year

Evidence of Completion

posted lesson plans

G12. Reading 5E- Economically Disadvantaged students not making satisfactory progress in reading. The Economically Disadvantaged subgroup will meet or exceed the State AMO performance target set for this year.

G12.B1 Unstructured PAWS curriculum

G12.B1.S1 Teachers collaborate and implement a structured plan for PAWS groups

Action Step 1

Teachers planning monthly for PAWS groups

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Throughout school year

Evidence of Completion

Posted lesson plans

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Monitor by observation PAWS groups, review lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Posted lesson plans

Plan to Monitor Effectiveness of G12.B1.S1

Monitor by observation PAWS groups, review lesson plans

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Throughout school year

Evidence of Completion

Posted lesson plans

G12.B4 Students not performing on grade level

G12.B4.S1 Before and After school tutoring to help students achieve grade level success.

Action Step 1

Before and after school tutoring

Person or Persons Responsible

Highly qualified teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Pre and post tests

Plan to Monitor Fidelity of Implementation of G12.B4.S1

Before and after school tutoring

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Pre and Post tests

Plan to Monitor Effectiveness of G12.B4.S1

Before and after school tutoring

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Pre and post tests

G13. Writing 1A- FCAT: Student scoring at achievement level 4.0 and higher in writing. 80% of the 4th graders will achieve at or above proficiency on the FCAT 2.0 Writing Test.

G13.B1 Ability to monitor progress across grade level

G13.B1.S1 Teachers will use Write score or My Access to monitor progress of students and share data to collaborate and plan effectively to improve writing scores overall.

Action Step 1

Grade will meet to discuss data and make changes to writing plans as needed.

Person or Persons Responsible

Leadership team/ grade chair

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Posted lesson plans, reviewing data

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Using lesson plans and data from writing program

Person or Persons Responsible

Leadership team/grade chair

Target Dates or Schedule

Throughout school year

Evidence of Completion

posted lesson plans

Plan to Monitor Effectiveness of G13.B1.S1

Review progress of writing scores and make changes in plans

Person or Persons Responsible

Leadership team/ Grade chair

Target Dates or Schedule

Throughout school year

Evidence of Completion

writing data

G13.B2 Students entering fourth grade unable to write effectively.

G13.B2.S1 Writing tutoring offered by highly qualified teacher.

Action Step 1

Writing tutoring

Person or Persons Responsible

Highly qualified teacher

Target Dates or Schedule

Afternoons

Evidence of Completion

Write score for pre and post test.

Action Step 2

The use of both Write Score and My Access throughout the year

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Throughout the year.

Evidence of Completion

Tracking scores throughout the year.

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Tutoring

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Tracking of scores through Write Score and My Access

Plan to Monitor Effectiveness of G13.B2.S1

Tutoring

Person or Persons Responsible

Leadership team

Target Dates or Schedule

After FCAT Florida Write scores are obtained

Evidence of Completion

Tracking scores through Write Score My Access and FCAT Florida Writes.

G14. Mathematics 1A - FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Increase the number of students that achieve a level 3 by at least 5 percentage points.

G14.B2 minimal Instructional strategies incorporating common core standards

G14.B2.S1 Professional development for teachers through PLC's and other PD opportunities.

Action Step 1

Develop PLC's that will incorporate strategies for common core implementation.

Person or Persons Responsible

Classroom teachers k-5

Target Dates or Schedule

throughout the year

Evidence of Completion

Proof of PLC attendance

Facilitator:

Participants:

Classroom teachers k-5

Plan to Monitor Fidelity of Implementation of G14.B2.S1

Observations and conference

Person or Persons Responsible

Leadership team and PLC facilitator

Target Dates or Schedule

throughout the year

Evidence of Completion

Documentation of PLC attendance and lesson plans showing strategies showing implementation

Plan to Monitor Effectiveness of G14.B2.S1

Data showing academic trends implementing the knowledge from PLCs

Person or Persons Responsible

Leadership team and PLC Facilitator

Target Dates or Schedule

throughout the year

Evidence of Completion

Data showing academic trends implementing the knowledge from PLCs

G15. Mathematics 2A- FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. Increase the number of students that achieve a level 4 or 5 by at least 2 percentage points resulting in a total of 75% scoring at or above proficiency.

G15.B1 lack of more advanced problem solving skills

G15.B1.S1 Implementation of more higher order questioning to include Smiley Math, HOT questions and hands on projects.

Action Step 1

Introduce higher order/ hands on strategies to teachers to include in their lessons.

Person or Persons Responsible

Classroom teachers k-5

Target Dates or Schedule

Throughout the year

Evidence of Completion

documentation showing new strategies being implemented in the classroom

Facilitator:

Cherilynn Tremarco,CRT

Participants:

Classroom teachers k-5

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Observations and conferencing

Person or Persons Responsible

Cherilynn Tremarco, CRT

Target Dates or Schedule

Throughout the year

Evidence of Completion

Documentation of attendance at PD and observation of strategies being used in the classroom.

Plan to Monitor Effectiveness of G15.B1.S1

Data and observations

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Increase in student scores due to implementation of strategies and programs.

G16. Mathematics 3A - Percentage of students making learning gains in mathematics. Increase the number of students making learning gains by at least 5 percentage points resulting in 58% learning gains.

G16.B1 lack of prior knowledge

G16.B1.S1 Implement a more rigorous pull out program to better meet the individual needs of each student.

Action Step 1

Determine the individual math deficits of struggling students.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Within the first month

Evidence of Completion

Data showing the individual needs of struggling students.

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Ensure teachers are collecting data to determine math deficits through observation and conference.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Data showing the individual needs of struggling students.

Plan to Monitor Effectiveness of G16.B1.S1

Individualized math plans for pullout instruction

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Documentation of deficits incorporated into pullout plan

G17. Mathematics 4A- FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Increase the number of students in lowest 25% making learning gains by at least 5 percentage points resulting in a 59% learning gain in the lowest 25%.

G17.B1 lack of prior knowledge

G17.B1.S1 Implement a more rigorous pull out program to better meet the individual needs of students in the lowest quartile.

Action Step 1

data collection concerning individual student improvement

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

within the first month

Evidence of Completion

data showing the individual needs of the students in the lowest quartile

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Ensure teachers are collecting data to determine math deficits through observation and conference

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

throughout the year

Evidence of Completion

data showing the individual needs of students in the lowest quartile.

Plan to Monitor Effectiveness of G17.B1.S1

Ensure teachers are collecting data to determine the math deficits of students in the lowest quartile.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

throughout the year

Evidence of Completion

data showing the individual needs of students in the lowest quartile.

G17.B1.S2 Content area tutoring by highly qualified teachers

Action Step 1

Before and after school tutoring

Person or Persons Responsible

Highly qualified teachers in MATH and Reading tutoring lowest quartile students

Target Dates or Schedule

Before and after school from October till March

Evidence of Completion

Increase in skills evidenced by testing and observation of lowest quartile students.

Plan to Monitor Fidelity of Implementation of G17.B1.S2

Student attendance, lesson plans, achievement data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance sheets as well as lesson plans and achievement data

Plan to Monitor Effectiveness of G17.B1.S2

tutoring effectiveness

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

student achievement data

G18. Mathematics 5B - Student subgroups by ethnicity(White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Each subgroup will meet or exceed the State AMO performance target set for this year.

G18.B2 manipulative use

G18.B2.S1 Incorporate manipulative strategies into ongoing PD

Action Step 1

Incorporate strategies that use manipulatives into ongoing PD

Person or Persons Responsible

Classroom teachers k-5

Target Dates or Schedule

Throughout the year

Evidence of Completion

Documentation of PD covering use of manipulatives

Facilitator:

CRT

Participants:

Classroom teachers k-5

Plan to Monitor Fidelity of Implementation of G18.B2.S1

Evidence that manipulative strategies are being taught and used.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Observation and documentation in lesson plans that manipulative strategies are being taught and used.

Plan to Monitor Effectiveness of G18.B2.S1

Data reflecting student performance due to increased manipulative use.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Data reflecting student performance due to increased manipulative use shows an increase in skills.

G19. Mathematics 5C- English Language Learners (ELL) not making satisfactory progress in mathematics. The ELL subgroup will meet or exceed the State AMO performance target set for this year.

G19.B1 manipulative use

G19.B1.S1 Incorporate strategies that use manipulatives into ongoing PD.

Action Step 1

Incorporate strategies that use manipulatives into ongoing PD

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Documentation of PD covering use of manipulatives

Facilitator:

CRT

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Evidence that manipulative strategies are being taught and used.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Observation and documentation in lesson plans that manipulative strategies are being taught and used.

Plan to Monitor Effectiveness of G19.B1.S1

Evidence that manipulative strategies are being taught and used.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

Observation and documentation in lesson plans that manipulative strategies are being taught and used.

G20. Mathematics 5D- Students with disabilities (SWD) not making satisfactory progress in mathematics. The SWD subgroup will meet or exceed the State AMO performance target set for this year.

G20.B1 lack of prior knowledge

G20.B1.S1 Implement a more rigorous pull out program to better meet the needs of students with disabilities.

Action Step 1

data collection concerning individual student deficits

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

within the first month

Evidence of Completion

data showing the individual needs of students with disabilities

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Ensure teachers are collecting data to determine math deficits through observation and conference

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Throughout the year

Evidence of Completion

data showing the individual needs of students with disabilities

Plan to Monitor Effectiveness of G20.B1.S1

Ensure teachers are collecting data to determine math deficits through observation and conference

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

data showing the individual needs of students with disabilities

G21. Mathematics 5E - Economically Disadvantaged students not making satisfactory progress in mathematics. The Economically Disadvantaged subgroup will meet or exceed the State AMO performance target set for this year.

G21.B1 lack of prior knowledge

G21.B1.S1 Implement a more rigorous pull out program to better meet the individual needs of economically disadvantaged students.

Action Step 1

data collection concerning individual student deficits

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

within the first month

Evidence of Completion

data showing the individual needs of economically disadvantaged students

Plan to Monitor Fidelity of Implementation of G21.B1.S1

Ensure teachers are collecting data to determine math deficits through observation and conference

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Throughout the year

Evidence of Completion

data showing the individual needs of economically disadvantaged students

Plan to Monitor Effectiveness of G21.B1.S1

data collection showing individual student progress is being used to make instructional decisions

Person or Persons Responsible

Leadership team, Classroom teachers

Target Dates or Schedule

throughout the year

Evidence of Completion

Data showing student trends as it relates to pullout program.

G22. Science 1A - FCAT 2.0: Students scoring at Achievement Level 3 in science. Increase the number of students scoring at achievement level 3 by at least 5 percentage points.

G22.B1 Funding for lab supplies

G22.B1.S1 Community involvement through Spirit Night and Business partner donations

Action Step 1

Meet with community businesses and organizations to help fund our science initiatives

Person or Persons Responsible

Cheri Tremarco, CRT

Target Dates or Schedule

Continuous

Evidence of Completion

Signed business partner agreements, funding for science labs

Plan to Monitor Fidelity of Implementation of G22.B1.S1

Oversee agreements

Person or Persons Responsible

Cindy Christidis , Assisstant Principal

Target Dates or Schedule

Continuous

Evidence of Completion

Signed business partner agreements, funding for science labs

Plan to Monitor Effectiveness of G22.B1.S1

Documentation of numerous inquiry labs due to increased funding

Person or Persons Responsible

Cheri Tremarco

Target Dates or Schedule

Continuous

Evidence of Completion

Documentation of science labs using funds from community partners

G23. Science 2A- FCAT 2.0: Students scoring at or above Achievement Levels 4/5 in science. Increase the number of students scoring at or above achievement levels 4/5 by at least 5 percentage pts. resulting in a 10% increase of students at or above proficiency.

G23.B1 curriculum

G23.B1.S1 Develop a science club/team to increase student achievement.

Action Step 1

Determine possibility and feasibility of creating a science club for higher achieving students.

Person or Persons Responsible

Cheri Tremarco

Target Dates or Schedule

End of September

Evidence of Completion

Information collected to make a determination about possibility of a club/team.

Plan to Monitor Fidelity of Implementation of G23.B1.S1

Information collected to make a determination about possibility of a club/team.

Person or Persons Responsible

Cheri Tremarco, CRT

Target Dates or Schedule

End of September

Evidence of Completion

Meeting held to decide if club/team can be established.

Plan to Monitor Effectiveness of G23.B1.S1

If yes - we should see increased scores.

Person or Persons Responsible

Cheri Tremarco, CRT

Target Dates or Schedule

after meeting

Evidence of Completion

Decision made - new plan strategy

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

SAI---\$7,526.00

These funds will be spent on a before and after school tutoring program. The tutoring program will consist of math, reading, and writing.

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.

G4. Stem 1 - Maintain status of STEM School by continuing requirements and increasing science and math scores by 10%.

G4.B1 Teacher knowledge on inquiry based lessons

G4.B1.S1 STEM related PLC to introduce teachers to inquiry based learning.

PD Opportunity 1

PLC to introduce teachers to Inquiry based learning/STEM initiatives

Facilitator

TBA

Participants

Teachers needing STEM training

Target Dates or Schedule

Continious

Evidence of Completion

Documentation of PLC, documentation of STEM and inquiry based lessons occuring in the classroom

G5. Reading 1A- FCAT 2.0 Students scoring at Achievement Level 3 in reading. Increase the number of students that achieve a Level 3 by at least 5 percentage points.

G5.B2 Instructional strategies incorporating common core standards

G5.B2.S1 Professional development for teachers through PLC's and other PD opportunities

PD Opportunity 1

Develop PLC's that will incorporate strategies for common core implementation.

Facilitator

TBA

Participants

Classroom teachers k-5

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Proof of PLC attendance

G6. Reading 2A-FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. Increase the number of students that achieve a Level 4 or 5 by at least 2 percentage points resulting in a total of 72% of students at or above proficiency.

G6.B1 Teaching Strategies to incorporate common core standards

G6.B1.S1 Professional development for teachers through PLC's and other PD opportunities.

PD Opportunity 1

Develop PLC's that will incorporate strategies for common core implementation.

Facilitator

TBA

Participants

Classroom teachers k-5

Target Dates or Schedule

Throughout school year

Evidence of Completion

PLC attendance

G7. Reading 3A- FCAT 2.0 Percentage of students making learning gains in reading. Increase the number of students making learning gains by at least 6 percentage points resulting in 62% learning gains.

G7.B4 Lack of higher order questions embedded in teaching

G7.B4.S1 Professional development for teachers through a training on higher order thinking questions.

PD Opportunity 1

County training that offers knowledge base for higher order questioning

Facilitator

TBA

Participants

Classroom teachers k-5

Target Dates or Schedule

Throughout school year

Evidence of Completion

attendance of training, leadership team observation

G14. Mathematics 1A - FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Increase the number of students that achieve a level 3 by at least 5 percentage points.

G14.B2 minimal Instructional strategies incorporating common core standards

G14.B2.S1 Professional development for teachers through PLC's and other PD opportunities.

PD Opportunity 1

Develop PLC's that will incorporate strategies for common core implementation.

Facilitator

Participants

Classroom teachers k-5

Target Dates or Schedule

throughout the year

Evidence of Completion

Proof of PLC attendance

G15. Mathematics 2A- FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. Increase the number of students that achieve a level 4 or 5 by at least 2 percentage points resulting in a total of 75% scoring at or above proficiency.

G15.B1 lack of more advanced problem solving skills

G15.B1.S1 Implementation of more higher order questioning to include Smiley Math, HOT questions and hands on projects.

PD Opportunity 1

Introduce higher order/ hands on strategies to teachers to include in their lessons.

Facilitator

Cherilynn Tremarco,CRT

Participants

Classroom teachers k-5

Target Dates or Schedule

Throughout the year

Evidence of Completion

documentation showing new strategies being implemented in the classroom

G18. Mathematics 5B - Student subgroups by ethnicity(White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Each subgroup will meet or exceed the State AMO performance target set for this year.

G18.B2 manipulative use

G18.B2.S1 Incorporate manipulative strategies into ongoing PD

PD Opportunity 1

Incorporate strategies that use manipulatives into ongoing PD

Facilitator

CRT

Participants

Classroom teachers k-5

Target Dates or Schedule

Throughout the year

Evidence of Completion

Documentation of PD covering use of manipulatives

G19. Mathematics 5C- English Language Learners (ELL) not making satisfactory progress in mathematics. The ELL subgroup will meet or exceed the State AMO performance target set for this year.

G19.B1 manipulative use

G19.B1.S1 Incorporate strategies that use manipulatives into ongoing PD.

PD Opportunity 1

Incorporate strategies that use manipulatives into ongoing PD

Facilitator

CRT

Participants

Classroom Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Documentation of PD covering use of manipulatives

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G8.	Reading 4A- FCAT 2.0 Percentage of students in lowest 25% making learning gains in reading. Increase the number of students in the lowest 25% making learning gains by at least 7 percentage points resulting in a 75% learning gain in the lowest 25%.	\$3,600
G13.	Writing 1A- FCAT: Student scoring at achievement level 4.0 and higher in writing. 80% of the 4th graders will achieve at or above proficiency on the FCAT 2.0 Writing Test.	\$3,788
Total		\$7,388

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
SAI Budget	\$3,600	\$3,600
	\$0	\$0
SAI Budget/School	\$0	\$0
School	\$3,788	\$3,788
Total	\$7,388	\$7,388

Budget Details

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

G8. Reading 4A- FCAT 2.0 Percentage of students in lowest 25% making learning gains in reading. Increase the number of students in the lowest 25% making learning gains by at least 7 percentage points resulting in a 75% learning gain in the lowest 25%.

G8.B2 Students are not performing on grade level.

G8.B2.S1 Before and after school tutoring will offer more support for lower performing students.

Action Step 1

Before and After school tutoring

Resource Type

Evidence-Based Program

Resource

Reading tutoring program.

Funding Source

SAI Budget

Amount Needed

\$3,600

G12. Reading 5E- Economically Disadvantaged students not making satisfactory progress in reading. TheEconomically Disadvantaged subgroup will meet or exceed the State AMO performance target set for this year.

G12.B4 Students not performing on grade level

G12.B4.S1 Before and After school tutoring to help students achieve grade level success.

Action Step 1

Before and after school tutoring

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G13. Writing 1A- FCAT: Student scoring at achievement level 4.0 and higher in writing. 80% of the 4th graders will achieve at or above proficiency on the FCAT 2.0 Writing Test.

G13.B2 Students entering fourth grade unable to write effectively.

G13.B2.S1 Writing tutoring offered by highly qualified teacher.

Action Step 1

Writing tutoring

Resource Type

Evidence-Based Program

Resource

Writing tutoring program

Funding Source

SAI Budget

Amount Needed

\$0

Action Step 2

The use of both Write Score and My Access throughout the year

Resource Type

Evidence-Based Program

Resource

Write Score writing program My Access writing computer program

Funding Source

School

Amount Needed

\$3,788

G17. Mathematics 4A- FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Increase the number of students in lowest 25% making learning gains by at least 5 percentage points resulting in a 59% learning gain in the lowest 25%.

G17.B1 lack of prior knowledge

G17.B1.S2 Content area tutoring by highly qualified teachers

Action Step 1

Before and after school tutoring

Resource Type

Evidence-Based Program

Resource

Math tutoring program

Funding Source

SAI Budget/School

Amount Needed

\$0