



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

---

### Oakleaf Village Elementary School

410 OAKLEAF VILLAGE PKWY

Orange Park, FL 32065

904-291-5458

[www.clay.k12.fl.us/ove/](http://www.clay.k12.fl.us/ove/)

## School Demographics

**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
31%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
51%

## School Grades History

**2013-14**  
A

**2012-13**  
B

**2011-12**  
A

**2010-11**  
A

**2009-10**  
A

## SIP Authority and Template

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

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

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

---

**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>13</b>
<b>Goals Summary</b>	<b>16</b>
<b>Goals Detail</b>	<b>16</b>
<b>Action Plan for Improvement</b>	<b>18</b>
<b>Part III: Coordination and Integration</b>	<b>0</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>23</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>25</b>

---

## 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

Oakleaf Village Elementary School

##### Principal

Colette Wyant

##### School Advisory Council chair

Mary Elrod

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

##### Name

##### Title

Valarie Jenkins

Co chair SAC

#### District-Level Information

##### District

Clay

##### Superintendent

Mr. Charles E Vanzant, Jr

##### Date of school board approval of SIP

Pending

### 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

Colette Wyant: School Principal

Amy Rugen: School Assistant Principal

Mary Elrod: Co-chair SAC

Valarie Jenkins: Co-chair SAC

Ann Marie Smith: Parent

Jennifer Coachman: Parent

LaToshia Hall: Community Member/Parent

Kimberlie Miranda: Parent

#### Involvement of the SAC in the development of the SIP

Our SAC is composed of community members, parents, teachers, staff and administrators. Using our school data, the SAC team targets problem areas that we need to implement new strategies in order to improve our students' success.

#### Activities of the SAC for the upcoming school year

The team meets bi-monthly to complete the following tasks: Discuss screening data and the direct connection for instruction. Review our progress monitoring procedures for both the classroom and grade

level benchmarks. The team will discuss professional development and instructional needs. The team will work collaboratively to share best practices for student success.

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

### **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:**

#### **Colette Wyant**

Principal

Years as Administrator: 18

Years at Current School: 5

#### **Credentials**

Bachelors of Science- Elementary Education  
Masters of Education Leadership

#### **Performance Record**

2007-08 School Grade- C- Grove Park Elementary School  
2008-2012 School Grade A- Oakleaf Village Elementary  
2013 School Grade B- Oakleaf Village Elementary

#### **Amy Rugen**

Asst Principal

Years as Administrator: 8

Years at Current School: 1

#### **Credentials**

Bachelors of Science- Early Childhood Education  
Masters of Education Leadership

#### **Performance Record**

2006-2008 School Grade A- Middleburg Elementary  
2009 School Grade B- Middleburg Elementary  
2010-2011 School Grade A- Middleburg Elementary  
2012 School Grade B- Middleburg Elementary  
2013 School Grade B- Oakleaf Village Elementary

### **Instructional Coaches**

#### **# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Kimberly Farwell**

Part-time / District-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Reading/Literacy

**Credentials**

Bachelors Degree- Elementary Education  
 Masters Degree- Educational Leadership  
 Reading Endorsement

**Performance Record**

Reading/Intervention Coach

**Classroom Teachers****# of classroom teachers**

60

**# receiving effective rating or higher**

60, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

60, 100%

**# ESOL endorsed**

33, 55%

**# reading endorsed**

9, 15%

**# with advanced degrees**

16, 27%

**# National Board Certified**

2, 3%

**# first-year teachers**

7, 12%

**# with 1-5 years of experience**

8, 13%

**# with 6-14 years of experience**

31, 52%

**# with 15 or more years of experience**

14, 23%

**Education Paraprofessionals**



### # of paraprofessionals

8

### # Highly Qualified

8, 100%

## Other Instructional Personnel

### # of instructional personnel not captured in the sections above

2

### # receiving effective rating or higher

(not entered because basis is < 10)

## Teacher Recruitment and Retention Strategies

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

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

College campus Job Fairs and recruiting fairs- Principal

Soliciting referrals from current employees- Principal/Assistant Principal

## 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

1. Regular meetings of new teachers with Principal- Principal
2. Partnering new teachers with veteran staff- Team Leaders/Principal

## 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

All K-5 grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/ course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs.

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-5

Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All student receiving Tier 2 or Tier 3 interventions are tracked with the Performance Matters MTSS tracking system. Training of this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators - as an intervention team - will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

### **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**

Core reading instruction is analyzed at the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In grades 3-5, core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

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

Meetings have been scheduled with school administrators and district staff (October, January & May) to discuss MTSS implementation. Meetings with Intervention Team Facilitators will meet in August, January and May to discuss and clarify procedures for documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

### **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: 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**

<b>Name</b>	<b>Title</b>
Colette Wyant	Principal
Amy Rugen	Asst. Principal
Kim Farewell	Reading Coach
Paige Mitchell	ESE Teacher
Christy Simmons	General Education Teacher/K
Jane Russo	General Education Teacher/1
Pam Race	General Education Teacher/2
Dawn Bryan	General Education Teacher/3
Chernelle Gilliam	General Education Teacher/4
Marla Teal	General Education Teacher/5

**How the school-based LLT functions**

The team meets monthly with the Rtl team to complete the following tasks: Discuss screening data and the direct connection for instruction. Review our progress monitoring procedures for both the classroom and grade level benchmarks. The team will discuss professional development and instructional needs. The team will work collaboratively to share best practices for student success.

**Major initiatives of the LLT**

The Literacy Leadership Team will work to seamlessly integrate the Rtl process so that at risk students in reading receive intervention strategies.

**Preschool Transition**

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

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Oakleaf Village Elementary partners with The Goddard School (a local preschool) to assist the transition by hosting the preschool graduation and tour for the families of incoming Kindergarteners. In addition, OVE participates in a staggered enrollment plan for entering Kindergarteners. This allows the

Kindergarten teacher to spend one day with half of the class and a second day with the other half of the class. The entire class reports on the third day. All students are assessed within the area of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of schools. ECHOS serves as a screener for social/emotional development and overall school readiness. Kindergarten students are assessed utilizing both Florida Assessment in Reading (FAIR) and Performance Matters (PM) to determine their initial success probability in reading. Upon collection of data, teachers will plan daily academic and social/emotional instruction for students based on their needs. Instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data. Social/emotional skills instruction will be reinforced through the use of common language, re-teaching and positive reinforcement of pro-social behavior.

## 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	78%		No	80%
American Indian				
Asian	83%		No	85%
Black/African American	68%		No	71%
Hispanic	78%		No	80%
White	80%		No	82%
English language learners	50%		No	55%
Students with disabilities	59%		No	63%
Economically disadvantaged	65%		No	69%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	138	28%	33%
Students scoring at or above Achievement Level 4	214	44%	49%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	152	48%	50%
Students in lowest 25% making learning gains (FCAT 2.0)	26	33%	50%

### 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	72	67%	72%
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	71%		No	74%
American Indian				
Asian	86%		No	87%
Black/African American	54%		No	59%
Hispanic	63%		No	67%
White	77%		No	79%
English language learners	75%		No	78%
Students with disabilities	53%		No	58%
Economically disadvantaged	59%		No	63%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	29%	34%
Students scoring at or above Achievement Level 4	166	34%	39%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	131	36%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	23%	50%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	32%	37%
Students scoring at or above Achievement Level 4	34	21%	26%

**Florida Alternate Assessment (FAA)**

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

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	14	1%	0%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

## Goals Summary

- G1.** Writing across all content areas.
- G2.** Implementation of new Common Core Standards for Math through Math journals.
- G3.** Using the Common Core Standards we will focus on text based responses.

## Goals Detail

### G1. Writing across all content areas.

#### Targets Supported

#### Resources Available to Support the Goal

- Being a Writer curriculum

#### Targeted Barriers to Achieving the Goal

- Teachers' knowledge and skills

### Plan to Monitor Progress Toward the Goal

Using the Being a Writer curriculum, writing teachers will assess and collect data at the end of each unit.

#### Person or Persons Responsible

Writing teachers across the grade levels.

#### Target Dates or Schedule:

Monthly Data Meetings with Administration and Grade Level.

#### Evidence of Completion:

An evaluation of students Being a Writer assessments and Journals.

### G2. Implementation of new Common Core Standards for Math through Math journals.

#### Targets Supported

#### Resources Available to Support the Goal

- Math Journals, Common Core Standards

#### Targeted Barriers to Achieving the Goal

- Alignment of instruction with standards.



### Plan to Monitor Progress Toward the Goal

Math Journals and Lesson plans

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Monthly Data Meetings, Monthly Walk through and Observations

**Evidence of Completion:**

Lesson Plans, PD 360 walk through and evaluations

### G3. Using the Common Core Standards we will focus on text based responses.

**Targets Supported**

**Resources Available to Support the Goal**

- Common Core standards, journals, Professional Learning Community: FOCUS

**Targeted Barriers to Achieving the Goal**

- Parent Communication

### Plan to Monitor Progress Toward the Goal

Monthly walk through and observations using PD 360.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Lesson Plans, evaluation, walk through via PD 360.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Writing across all content areas.

#### G1.B1 Teachers' knowledge and skills

##### G1.B1.S1 New Being a Writer Curriculum will help increase teachers' knowledge base.

#### Action Step 1

Writing Teachers across the grade level will implement the new writing curriculum, Being a Writer. Teachers received training on the new curriculum prior to the start of the 2013-14 school year. All writing teachers received the Being a Writer curriculum.

#### Person or Persons Responsible

Writing teachers across all grade levels

#### Target Dates or Schedule

2013-2014 school year

#### Evidence of Completion

Writing Journals, Lesson Plans, Being a Writer Assessments and Clay Writes.

#### Facilitator:

Amy Rugen

#### Participants:

ELA teachers K-5 and ESE

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

Walk through and observations done by administration throughout the school year.

#### Person or Persons Responsible

Colette Wyant and Amy Rugen

#### Target Dates or Schedule

Observations will occur twice a year for Annual Contract teachers and once a year for Professional Contract Teachers. Walk through will occur monthly.

#### Evidence of Completion

Evaluations and PD 360 Walk through.

### **Plan to Monitor Effectiveness of G1.B1.S1**

Writing Journals, Writing Assessments, and Clay Writes will be conducted throughout the year to monitor to evaluate students' progress.

#### **Person or Persons Responsible**

Writing Teachers in all grade levels

#### **Target Dates or Schedule**

2013-2014 School Year

#### **Evidence of Completion**

Lesson Plans, Clay Writes assessment, Writing Assessments

### **G2. Implementation of new Common Core Standards for Math through Math journals.**

#### **G2.B1 Alignment of instruction with standards.**

**G2.B1.S1** To provide common planning time for the grade levels to more effectively implement the Common Core Standards.

#### **Action Step 1**

During the common planning time teachers will share ideas of implementation that have worked in their classroom to enhance instruction.

#### **Person or Persons Responsible**

Math teachers across all grade levels.

#### **Target Dates or Schedule**

Monthly grade level meetings throughout the 2013-2014 school year.

#### **Evidence of Completion**

Meeting minutes or agendas

#### **Facilitator:**

Amy Rugen (K-2) and Kathy Schofield (3-5)

#### **Participants:**

Math and Science teachers K-5, Resource and ESE

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

Administration walk through and observations

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Observations will occur twice a year for Annual Contract teachers and once a year for Professional Contract Teachers. Walk through will occur monthly.

#### **Evidence of Completion**

Evaluations and PD 360 walk through

### **Plan to Monitor Effectiveness of G2.B1.S1**

Math Journals and Lesson plans

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Monthly Data Meetings, Monthly Walk through and Observations

#### **Evidence of Completion**

Lesson Plans, PD 360 walk through and evaluations

**G3. Using the Common Core Standards we will focus on text based responses.**

**G3.B1 Parent Communication**

**G3.B1.S1** Overcome parent communication barrier through Parent Nights, brochure, student planners and report cards.

**Action Step 1**

Teachers will use Reading response journals to implement Common Core Reading Standards.

**Person or Persons Responsible**

Reading Teachers across the grade level

**Target Dates or Schedule**

2013-2014 school year, one Wednesday a month

**Evidence of Completion**

Journals, FAIR, sign-in sheets, PLC forms

**Facilitator:**

Amy Rugen

**Participants:**

All instructional personnel

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

Monthly Data Meetings to review FAIR results and collaboration of grade level data.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly Data Meetings

**Evidence of Completion**

FAIR assessments, journals

### **Plan to Monitor Effectiveness of G3.B1.S1**

Monthly walk through and observations using PD 360.

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Lesson Plans, evaluation, walk through via PD 360.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

### G1. Writing across all content areas.

#### G1.B1 Teachers' knowledge and skills

##### G1.B1.S1 New Being a Writer Curriculum will help increase teachers' knowledge base.

#### PD Opportunity 1

Writing Teachers across the grade level will implement the new writing curriculum, Being a Writer. Teachers received training on the new curriculum prior to the start of the 2013-14 school year. All writing teachers received the Being a Writer curriculum.

#### Facilitator

Amy Rugen

#### Participants

ELA teachers K-5 and ESE

#### Target Dates or Schedule

2013-2014 school year

#### Evidence of Completion

Writing Journals, Lesson Plans, Being a Writer Assessments and Clay Writes.

## **G2. Implementation of new Common Core Standards for Math through Math journals.**

### **G2.B1 Alignment of instruction with standards.**

**G2.B1.S1** To provide common planning time for the grade levels to more effectively implement the Common Core Standards.

#### **PD Opportunity 1**

During the common planning time teachers will share ideas of implementation that have worked in their classroom to enhance instruction.

##### **Facilitator**

Amy Rugen (K-2) and Kathy Schofield (3-5)

##### **Participants**

Math and Science teachers K-5, Resource and ESE

##### **Target Dates or Schedule**

Monthly grade level meetings throughout the 2013-2014 school year.

##### **Evidence of Completion**

Meeting minutes or agendas

## **G3. Using the Common Core Standards we will focus on text based responses.**

### **G3.B1 Parent Communication**

**G3.B1.S1** Overcome parent communication barrier through Parent Nights, brochure, student planners and report cards.

#### **PD Opportunity 1**

Teachers will use Reading response journals to implement Common Core Reading Standards.

##### **Facilitator**

Amy Rugen

##### **Participants**

All instructional personnel

##### **Target Dates or Schedule**

2013-2014 school year, one Wednesday a month

##### **Evidence of Completion**

Journals, FAIR, sign-in sheets, PLC forms



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Implementation of new Common Core Standards for Math through Math journals.	\$200
G3.	Using the Common Core Standards we will focus on text based responses.	\$1,500
Total		\$1,700

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Evidence-Based Materials	Total
	\$0	\$0	\$0	\$0
0100.6400.0330.1583.0000	\$0	\$200	\$0	\$200
0100.6400.0510.0001.0000	\$0	\$0	\$1,500	\$1,500
Total	\$0	\$200	\$1,500	\$1,700

### Budget Details

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

#### G1. Writing across all content areas.

##### G1.B1 Teachers' knowledge and skills

##### G1.B1.S1 New Being a Writer Curriculum will help increase teachers' knowledge base.

#### Action Step 1

Writing Teachers across the grade level will implement the new writing curriculum, Being a Writer. Teachers received training on the new curriculum prior to the start of the 2013-14 school year. All writing teachers received the Being a Writer curriculum.

#### Resource Type

Evidence-Based Program

#### Resource

#### Funding Source

#### Amount Needed

## **G2. Implementation of new Common Core Standards for Math through Math journals.**

### **G2.B1 Alignment of instruction with standards.**

**G2.B1.S1** To provide common planning time for the grade levels to more effectively implement the Common Core Standards.

#### **Action Step 1**

During the common planning time teachers will share ideas of implementation that have worked in their classroom to enhance instruction.

#### **Resource Type**

Professional Development

#### **Resource**

Florida Council for Teachers of Mathematics

#### **Funding Source**

0100.6400.0330.1583.0000

#### **Amount Needed**

\$200

## **G3. Using the Common Core Standards we will focus on text based responses.**

### **G3.B1 Parent Communication**

**G3.B1.S1** Overcome parent communication barrier through Parent Nights, brochure, student planners and report cards.

#### **Action Step 1**

Teachers will use Reading response journals to implement Common Core Reading Standards.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Professional Development book, "Focus" by Mike Schmoker

#### **Funding Source**

0100.6400.0510.0001.0000

#### **Amount Needed**

\$1,500